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Contributions of the Private Junior College

[EDITORIAL]

The observer of educational trends during the past two decades has seen many private colleges, some of them four-year institutions, adjust their curricula to conform to the standards of the junior college. The number of these changes indicates that the private junior college is making a distinct contribution to higher education.

It seems safe to assume that these changes have been prompted by the realization that the private two-year junior college offers some distinct advantages not to be found in other types of institutions. Some of the distinct advantages are: first, a change in environment or educational horizon for the college boy or girl; second, the interest taken by the faculty in the direction and guidance of the individual student; third, the possibilities for the development of leadership and initiative; fourth, an opportunity for socializing the student during the adolescent period.

The public junior college affords an excellent opportunity for the student who for various reasons is unable or unwilling to leave home. Although the public junior college may provide a sound educational program, it cannot give the student a change of environment which is essential to his educational and so-

cial development. The student still under parental control is apt to depend upon the home for most of his or her decisions. Most parents find it difficult to realize that the college youth is old enough to assume responsibility. This domination of parental authority is apt to curb the development of the student. Away from home that same student develops the habit of self-dependence. On the other hand, a large four-year college or university offers a freedom which is often bewildering. The small private two-year unit seems to be an ideal type to lead the way to self-direction during the transitional period.

Most private junior colleges have a limited enrollment. This permits smaller class units and enables each student to know every student and faculty member. Because it is possible for the instructors to know each student personally they are able to give valuable advice and guidance. The effect of dormitory life in the small homogeneous group cannot be overestimated. Where faculty and students live together, eat at the same tables, enjoy the same amusements and entertainments, a splendid influence is exerted upon the student. Many a youth can truthfully say that one of the most important fac-

tors in his college life was the helpful advice and subtle influence of a teacher with whom he associated.

The freshman who has been a leader in his high-school group is often very much discouraged by the obscurity into which he is thrown upon entering a large four-year school. There is a great psychological difference between the freshman and the upperclassman. In the two-year school the student is never a freshman, but immediately becomes a junior. There is no great dividing line between the two classes. The seniors are anxious to assimilate the members of the new class, eager to give them a share in the college activities. The first-year student does not have to wait several years to attain a prominent position in the group. He has the opportunity from the beginning of his college career to take part in student activities directed by those of his own age. In a well-organized junior college a few major organizations and more minor ones give all students a channel for self-expression. Training in leadership is developed through the management of enterprises similar to those which are encountered in later life.

Leadership and initiative can find no better place to assert itself than in a student self-government association as it is found in many private junior colleges. The youth of today is, on the whole, animated by a serious and conscientious spirit, and only needs some means of demonstrating that spirit. A student-government association co-operating with a wise faculty as counselor offers a satisfactory outlet for the youth's desire to do something and to live up to his ideals. The student body of the

private two-year school constitutes a community to which student government is particularly adapted. The student governing body can formulate rules and deal with even serious offenses with as much fairness and usually with far greater satisfaction to the student body than can a faculty discipline committee. A fine spirit of co-operation, of respect for self and for the school's honor and traditions develops from these student governed activities that can never be attained by the domination of the administration and faculty.

The fourth distinct advantage which the private two-year college offers, really a composite of the three advantages mentioned above, is its capacity for socializing the student. The complexities of the modern world demand that educational institutions turn out a student who can not only meet certain scholastic requirements, but who can adjust himself to society. He must be able to meet people, to deal courteously with them, to take his place in life as a good citizen, and at the same time preserve a distinct personality. In other words he must be self-disciplined. When he has arrived at that period in his education, he is then ready to go on with life's work, whether it be to continue his study in college or to enter the professional or business world. The homogeneous unit of the private two-year college better meets the acid test of social adjustment, and therefore offers distinct advantages for that transitional period from high school to college not found to the same degree in other types of institutions.

EDGAR D. LEE

Chaffey Junior College Building Program

MERTON E. HILL*

Chaffey Junior College was organized in 1916, was operated from 1917 to 1922 as a department of the high school, and was organized as a district junior college in 1922. Until April 1931, it rented buildings and equipment from the Chaffey Union High School. The average daily attendance has grown from 50 in 1917 to 535 for the first six months in 1931. The Chaffey Junior College district includes ten elementary districts and receives 35 per cent of its students from outside its boundaries.

The growth of high-school and junior college student bodies made necessary an increase in buildings and equipment. The voters of the district opposed raising money by issuance of bonds and as a result the board adopted a building program for a three-year period and decided to raise the money by a direct tax. A tax of 80 cents on \$100 of assessed valuation was levied for 1930-31, and the west unit of the building was erected during the months September 1930 to March 1931. On April 6, 1931, the building was occupied, and the students were filled with the highest enthusiasm, for they believe that only with separation from the high-school students can they develop the independent spirit so needed in the creation of this "new type" institution, the junior college.

* Principal, Chaffey Junior College, Ontario, California.

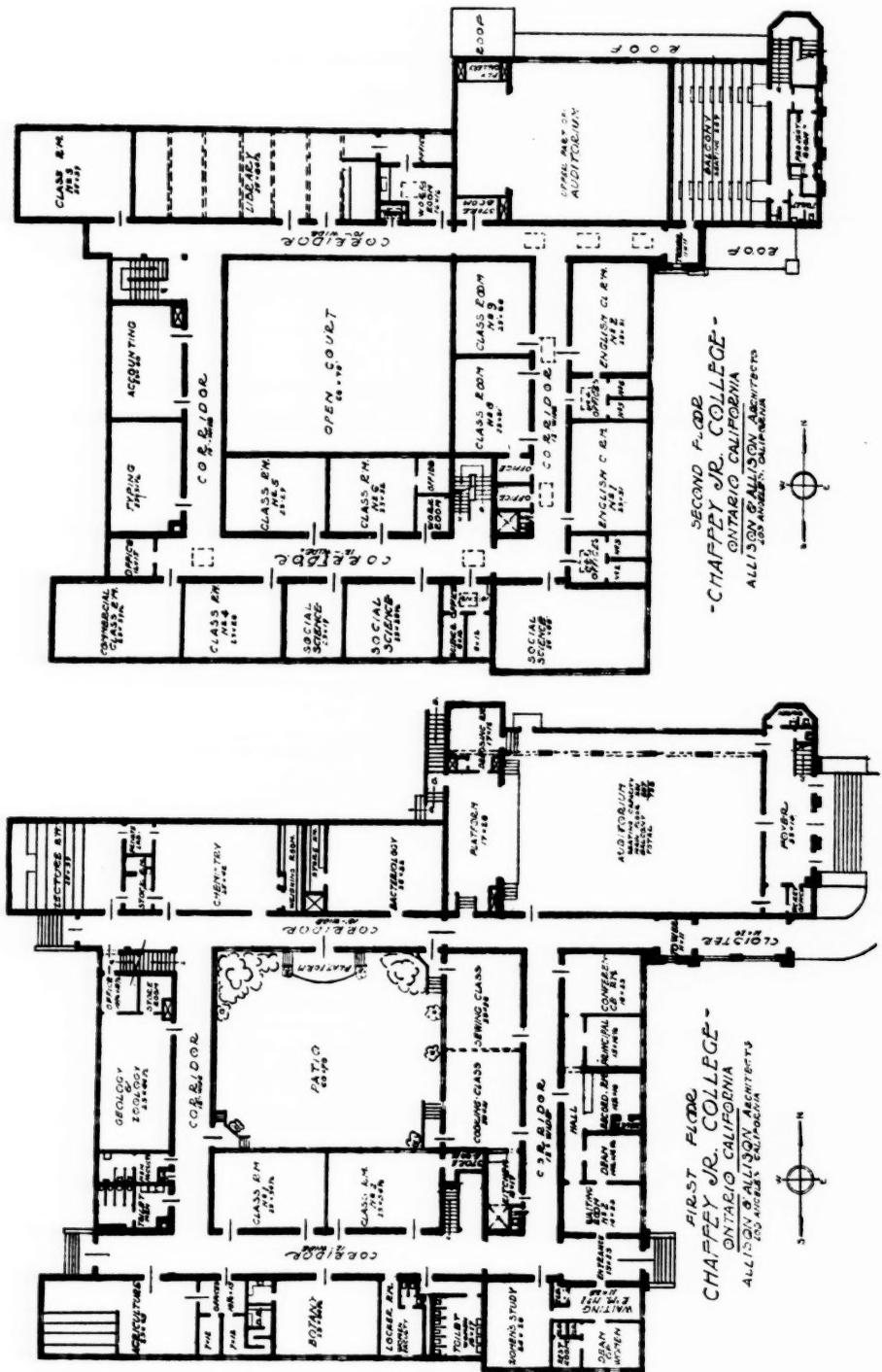
The floor plans on page 536 indicate the general departmental provisions of the building. It is planned for 750 students. A library, beautifully lighted, accommodates 120 students.

The auditorium, seating 750, is also designed to be a classroom for public speaking, dramatics, and music. Off the stage is a music room for individual instruction in voice, violin, and piano.

The building surrounds an open patio which will be used as a social center. An ample stage and seating equipment make possible outdoor gatherings, while a home economics unit makes possible cafeteria service to those wishing to eat in the open, or at tables within the department.

The administration has been working on plans for two years, and every feature has been developed to carry out the educational program of the Chaffey Junior College.

Provision is made for the regular academic departments. The departmental office arrangement makes possible an office and conference room for each instructor. Four rooms for commercial work are designed to promote adequately terminal and occupational courses in commerce. A special effort has been made to develop the most modern science laboratories. They are designed to accommodate from thirty to forty students at a time.



Descriptions of the executive offices and of the laboratories follow as written by members of the staff.

EXECUTIVE OFFICES

By Dean Charles J. Booth

As the visitor approaches the new building he sees before him two entrances. If he takes the right hand entrance, it will lead to the main hallway and the auditorium. If, on the other hand, he turns to the left, he will find two offices—one on either side of the hall. To his left is the office of the dean of women; to his right the general waiting room. Next door to this general waiting room is the office of the dean of the junior college. Adjoining this is the record room, beyond which is the office of the principal. A separate hall off the main corridor gives easy access to the record room and the other administrative offices.

The arrangement of the rooms in the dean of women's suite calls for special mention. Adjoining the waiting room is the entrance to her private office. Adjoining the waiting room also is a door leading into a room to be used as a women's study room. The theory regarding the position of the dean of women at Chaffey assumes an attitude of comradeship between the dean and the young women of the Junior College. The offices and study room are so arranged as to promote this atmosphere of comradeship and friendliness.

North of the suite of offices and across from them is the auditorium. Its seating capacity is 750, 500 seats being provided on the main floor and 250 in the balcony. The auditorium is equipped with modern projecting room back of the

balcony, and ample foyer on the ground floor.

Between the offices and the auditorium are the walls of the tower. This tower will be, when completed, the dominant architectural feature of the plant. Rising over one hundred feet above the ground, it will be visible for many miles about, its white shaft rising above the green of the surrounding groves of oranges.

AGRICULTURAL LABORATORY AND LECTURE ROOM

By George P. Weldon

The new Chaffey Junior College building provides for classes in citriculture, pomology, and entomology, a combined lecture room and laboratory that is convenient and practical. It is located in the southwest corner of the building on the first floor, and is well lighted by seven large windows on the south and one on the west.

The entire room is approximately twenty-three by forty-four feet, with a raised platform for lecture seats and a level floor for laboratory tables. In front of the raised seats a large table with sink, gas, and ample drawer space provides a convenient place for demonstration and lecture work. When desired, pictures from lantern slides can be projected just back of the table.

The agricultural offices join the laboratory part of the room on the east and consist of a suite of three rooms. From these, one may pass into a modernly constructed darkroom, where the photographic work of the institution will be done.

For compactness, completeness, convenience, and comfort, it is believed that this combination of classroom, laboratory, offices, and

photographic room is unique and highly desirable.

BACTERIOLOGY LABORATORY

By H. R. Stanford

In the bacteriology laboratory is found somewhat of a departure from the usual plan. Sinks are not provided for each table or series of tables, but are arranged along one side of the room, next to the wall, on a shelf of suitable height. A shelf beneath the windows gives place for microscope work and for location of sterilizer and small incubator.

In one corner of the room is a large incubator with a capacity of forty-two drawers, heated by three sets of electrical elements and controlled by two thermostats. This takes care of all regular student needs, while a small incubator is provided for special problems. Both incubators and oven are connected with the power circuit instead of the light circuit, thus saving in current rate.

Desks in this room are of a special design, facing one way and with drawer room for two sections. They are provided with gas outlets but not electricity.

BOTANY LABORATORY

By H. R. Stanford

The only unusual thing in the plan for this room is its use for at least part of the lecture and quiz work as well as for laboratory, which makes essential the use of tables all facing one way instead of the more usual double type. The tables are built in units ten feet long by twenty-one inches wide, each seating four students. Their light construction makes only four small legs necessary so there is little waste space.

The arrangement of the building made it almost imperative to use the south exposure for this laboratory. While this is admittedly not ideal for microscope work, this will be compensated for by the use of semi-transparent curtains to reduce the sunlight. On dark days the illumination can be supplemented with artificial light, since each table has electric outlets for attaching sub-stage or other illumination.

THE CHEMISTRY DEPARTMENT

By Harold Merchant

The chemistry department consists of a lecture room, stock room, general laboratory, weighing room, storeroom, and fan room.

The lecture room has a seating capacity of 125, and is provided with projection facilities, a sliding black board to increase black board area, and a lecture table provided with water, gas, compressed air, alternating and direct current electricity, and small hood.

The stock room is located between the lecture room and main laboratory thereby serving both. It is equipped with a work bench, a small wall hood, supply shelves, and lockers. Steam, gas, electricity, water, compressed air, and suction are provided for facilitating the preparation of solutions and the setting up of lecture experiments. A dumb waiter connects the stockroom with a basement storeroom where most of the laboratory supplies are kept.

The general laboratory will accommodate a total of 96 students, meeting the demands of both first- and second-year chemistry classes. There are four laboratory benches so arranged that six students may

work on each side at one time. Each student is supplied with gas, water, compressed air, steam, suction, alternating and direct current, and individual hood. Large wall hoods are also provided for experiments requiring more hood space. Also included in the equipment of this room are reagent shelves and a notebook rack, a stone topped table for glass blowing and combustion work, and an experimental switch board and battery set to control the current in the laboratory circuits.

The weighing room is located at one end of the main laboratory separated from it by a partition. This room will be used for weighing purposes only, and will protect the analytical balances from dust and acid fumes.

All of the laboratory furniture is made of hard wood and the sinks of stone to resist the corrosive action of the various chemicals used.

To safeguard the health of the students a fan system is provided which will remove 13,000 cubic feet of air per minute from the laboratory, and a hot air heating system which will force in 8,000 cubic feet of fresh air per minute.

ZOOLOGY LABORATORY

By Mary G. von Stein

The zoological rooms are located in the western portion of the building. The laboratory faces west and is exceptionally well lighted by windows along the entire length of the room. The soft tone of the interior finish combines with strong western light to give ideal conditions for observation work. Full equipment of electricity, gas, and water makes possible a wide variety of experiments. The problem of ventilation has been carefully

considered and in addition to the general system, efficient hoods, well placed, successfully eliminate all possible odors. The laboratory room is sufficiently large to allow for cabinets of collections of various kinds, and for the anatomical models with which the laboratory is equipped. Tables especially adapted for dissection work accommodate thirty students comfortably.

There is a store room in connection with the laboratory which gives adequate space for supplies and makes possible efficient and rapid distribution of materials. It, too, is fully equipped with gas, electricity, water, and hood ventilation.

The instructor's office, which also opens from the laboratory, is valuable for consultations and facilitates the use of supplementary material in connection with laboratory work.

NEW DORMITORY AT MENLO

A new dormitory, with a capacity of seventy boys, is under construction at Menlo Junior College, California. It is planned to have it ready for occupancy in the autumn.

CALIFORNIA CONFERENCE

A conference of representatives from the faculties of junior colleges in California has been called for June 6, 1931, in the office of the State Superintendent of Public Instruction, Sacramento, to consider the rules and regulations of the State Board of Education and recently enacted legislation in their relation to the junior college, as well as the function of the junior college in California.

Junior Colleges In Wyoming

KARL F. WINCHELL*

Some two years ago a committee was appointed by the State Board of Education of Wyoming to work jointly with the State Board and the State Teachers' Association in studying the problem of junior colleges for Wyoming.

In defining the function, the committee said that its purpose was not to study the conditions of Wyoming with respect to its need for junior colleges nor to start agitation and promote legislation if conditions were found to warrant, but to set up standards, both academic and financial, which districts should meet before being permitted to establish junior colleges.

Thus a study of Wyoming's need for junior colleges or of her ability to support them has not been made. The committee did set up standards which should be met before a junior college could be established. Two or three junior colleges, located in parts of the state remote from the university and in districts which would include several towns, might increase materially the number of students receiving college training. Only 27 per cent of the graduates of Wyoming high schools attend institutions of higher learning. This is rather low in comparison with the average for the country as a whole and very low in comparison with some of the better states.

* Principal, Rock Springs High School,
Rock Springs, Wyoming.

THE SITUATION ANALYZED

This paper is an attempt to analyze the Wyoming situation without any recommendations concerning the establishing of junior colleges. Recommendations could be made only after a thorough study of the educational opportunities now offered, the cost of the present program, the adequacy of the present program, and the ability of the people to pay for more.

The subject will be approached by a consideration of the following topics: (1) geography and distribution of population, (2) the state university; (3) resources for elementary and secondary education, (4) junior college districts, (5) state aid to college students, (6) junior college standards.

GEOGRAPHY AND DISTRIBUTION OF POPULATION

In many parts of the state of Wyoming the density of population is slight. There are many wide-open spaces where sagebrush abounds, where jackrabbits and antelope are plentiful, and where sheep are grazed, but where people are scarce. Towns are far apart and comparatively small. The solid circles on the map indicate towns with over one thousand inhabitants. The circles inclosing crosses mark towns of nine thousand or more. There are only five in this class—Rock Springs in the southwest,

Laramie and Cheyenne in the south-east, Casper in the east-central, and Sheridan in the north-central part. The larger part of the entire population is centered around these cities. The 1930 census shows a population for Wyoming of 225,565,

difficult to keep open at times in the winter, although all the main highways are passable most of the time.

The main line of the Union Pacific Railway runs from east to west along the same route followed by the highway. The mountains

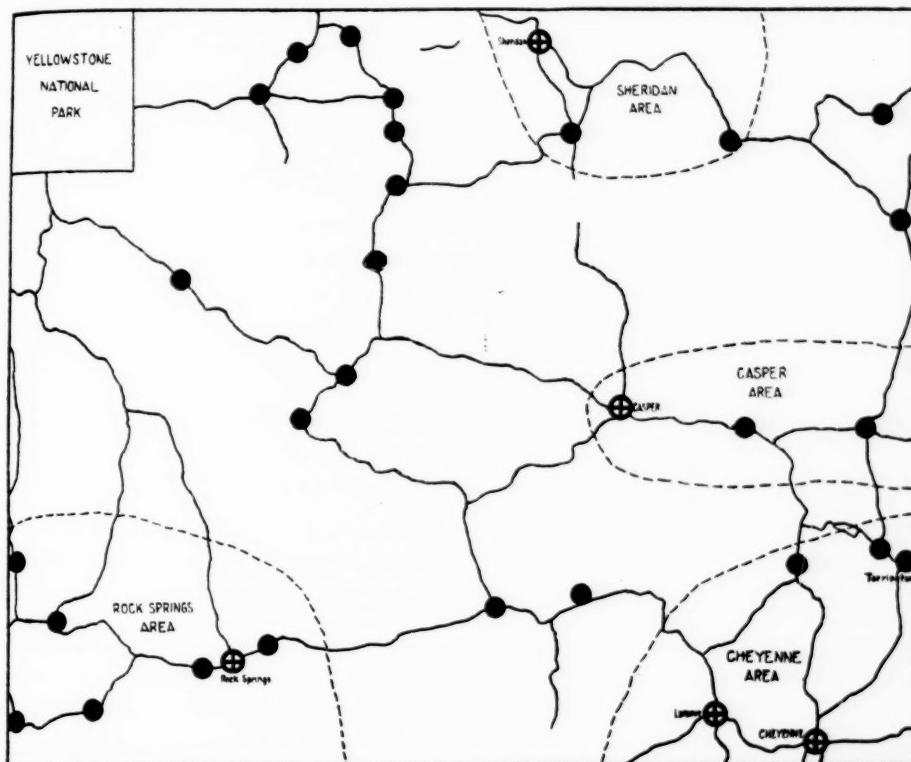


FIG. 1.—Map of Wyoming showing locations of cities, towns, and potential junior college areas.

an increase of 16 per cent over 1920. The four areas inclosed by dotted lines on the map indicate possible centers for junior colleges.

The main highways in Wyoming are good gravelled roads, but, as the density of population is not great, and the money for road building is limited, there are very few that are paved. The climate is such that some of the highways are dif-

divide the state into natural districts very much as indicated by the centers of population.

THE STATE UNIVERSITY

The state university is located at Laramie. It is the only institution of higher learning in the state and serves very well the needs of the state for advanced higher education. Instead of having separate

schools of agriculture, education, mining, forestry, etc., they are all a part of the University of Wyoming and situated on the one campus. The University is a growing institution with good buildings and facilities for instruction. It is making a strong bid for students, especially for graduates of the Wyoming high schools. Wyoming ranks rather low among the states of the Union with respect to the number of high-school graduates who go to college. The University is at present engaged in a study by which it hopes to learn the reason for this. Some of the questions to which it is seeking answers are: (1) Should more high-school graduates in Wyoming go to college, or are we sending about the right number and other states too many? (2) What class of students, as measured by intelligence, grades, etc., are going to college? (3) What are the factors which cause them to go? (4) Why do they choose the University of Wyoming or some other school? (5) What is the attitude of the parents toward college? (6) In what occupations are the students interested? (7) If not going, what is the reason for such a decision? (8) If the reason given is financial, would the student go if the money were available?

At the same time the Ohio Intelligence Test, which is used at the Ohio state university to measure college aptitude, is given to all high-school seniors in the state and the results of the questionnaire studied in the light of the results of this test.

The University is finding that a large number of students say they would go to college if they had the money. Perhaps 70 per cent of the

reasons given for non-attendance are financial. In this connection, the University is raising an endowment fund, starting with \$100,000, to help worthy students. It is also providing considerable part-time work for students. Some of the stone for one of the new buildings was cut by students under the supervision of an expert stone cutter. After this building was completed the students continued to cut stone, this being sold to the state for an Old Ladies' Home in Laramie. This goes to show that the University is making a real effort to serve the youth of the state.

RESOURCES FOR EDUCATION

The public schools of Wyoming are fairly well organized, but are far from meeting all the needs of the state. There is much to do in the line of rural, industrial, and vocational education. There are few schools which feel that they are adequately serving their communities.

The district system prevails and results in a poor distribution of the burden of school support in the state. Some districts with thousands of sheep and many miles of double track railroad have only a one-teacher school and can support it with a very small tax levy, while others assess the maximum levy of eight and one-half mills and yet are unable to provide an adequate program. There is considerable agitation for equalization legislation, which, if successful, would put the schools on a much better basis. The state has been fortunate in the amount it has received from federal mineral royalties and from grazing permits on federal and state lands. The tax burden in all the larger

towns where junior colleges might be located, except Casper, is high, or rather, the maximum levy is being assessed. The state has taken advantage of all available government aid so that Smith-Hughes agricultural and vocational education is being developed.

Funds available for public schools are, therefore: (1) federal and state aid in the way of oil royalties, land rentals, land grants, and appropriations; (2) county tax and poll tax; (3) local district tax. There is not sufficient provision for "getting the money where it is to be found and spending it where the children are."

JUNIOR COLLEGE DISTRICTS

There are many students in Wyoming who would go to college and profit by a college education if it were brought close enough to them so that they could stay at home. In many of the towns there are students going back to high school for post-graduate work. In some cases this is to qualify for college entrance by clearing up some subjects they had failed to take in their regular high-school work. In other cases students are taking post-graduate work in commerce to get better prepared for some specific position. The University gives credit for normal training work done in accredited high schools as post-graduate work so that it is possible for a student to get the two-year teaching certificate in four quarters at the University. This is in line with junior college work and might be enlarged to include other fields provided the University would exercise sufficient care in inspecting the schools so

that its standing with accrediting agencies would not be questioned.

Thus it may be seen there is a place for junior colleges to function in Wyoming. The chief question is the ability to support them. It is objected that until the state is able more adequately to support elementary and high-school education nothing should be done on the junior college level. The lack of development in the lower levels is not lack of ability to pay but unequal distribution of the burden of support. Legislation which would equalize the burden might also make possible state and local support for four or five junior colleges.

In considering junior college legislation in the light of the distribution of population it would seem advisable to divide the state into five or six junior college districts. One centered at Rock Springs in southwestern Wyoming would be fed by a high school with over one hundred graduates; Reliance, seven miles distant, Superior, twenty-eight miles, and Green River, fifteen miles, each with good high schools would contribute their share. Another centered at Cheyenne, a city of 20,000 people, would serve a larger number of towns in southeastern Wyoming. The south-central part of the state would be served by the lower division of the University. Casper, a city of 25,000 in the central part of the state and Sheridan in the north-central would complete the present possibilities. As the population increases, the east-central part of the state should probably be represented by a college at Torrington in the Cheyenne area. This is a good farming district which is developing rapidly. Any districting

scheme should be flexible enough to allow future growth, for as the oil and mineral developments come, sections of the state are built up which are now very sparsely settled.

STATE AID TO COLLEGE STUDENTS

A bill has been introduced in the legislature of Wyoming providing for state aid to students attending the University by paying the railroad fare from all points beyond a certain radius. If such a bill could be passed and broadened to include some further support, both state and county, for the students while at the University, many more students should be able to attend. Such a procedure would lessen the need for junior colleges until such time as the University might grow beyond the limits of its ability to take care of all students who wish to come. The measure would have the effect of getting the people accustomed to paying for the higher education of their sons and daughters.

JUNIOR COLLEGE STANDARDS FOR WYOMING

The committee appointed by the State Board of Education has this to say about standards: The committee feels that "it was its business to set up certain academic and financial standards and regulations that districts should be forced to comply with before being permitted to establish junior colleges. The committee feels that any legislation looking toward the establishment of junior colleges should include these standards and regulations as minimum standards only, and if higher standards are set, so much the better. If a district can meet these

requirements, then it should be permitted to decide for itself whether it needs a junior college or not."¹

Some of the suggested standards and regulations are in line with the best practice today and some are not. To limit the amount of support the state gives to \$1,000 per teacher is not as good as leaving this matter flexible or as establishing a minimum instead of a maximum. The education of the youth of the state is the state's responsibility and its generosity should be tempered only by its judgment.

The minimum attendance of 100 students is not consistent, as it is higher than that required by most standardizing agencies. Junior colleges can be established in connection with well-equipped high schools and can be successfully operated with less than 100 students.

Most standardizing agencies set the minimum number of teachers at five to provide for the preparatory function with English, history, science, mathematics, and language departments. There is no reason why the minimum number for Wyoming should be higher than this standard, at least until junior colleges should become well established.

To make the existing districts the administering units for junior colleges is a regulation which never should be made. In a sparsely settled state, junior colleges are most likely to be possible only when two or three adjacent districts unite in their support. The small district unit is a failure in common school

¹ For complete text of committee's recommendations, see *Junior College Journal* (October 1930), I, 51-52.

control and should not be used to curtail the possibilities of junior college development.

SUMMARY

The state of Wyoming should make provision for the attendance in institutions of higher learning of a larger number of her high-school graduates. Any junior college legislation at the present time would probably be blocked and receive little consideration, due to the fact that the primary condition needing adjustment is a more equitable distribution of the burden of support for the public schools. Every effort should be made to secure this equalization of support. This done, junior colleges would be a possibility. Meanwhile, the educators of the state should become informed and should also keep the people informed concerning the need for education beyond the high-school level. This need is becoming more apparent each year as the high schools develop and graduate more students who desire college training.

DEVELOPMENTS IN OKLAHOMA

The legislature of the state of Oklahoma has recently passed several bills having to do rather directly with the problems brought about by the increase of junior colleges in that state. These bills, which have now become laws, are concerned chiefly with reductions in appropriations to four-year state institutions.

Recent articles appearing in the *Oklahoma Daily* and the *Daily*

O'Colegian, student newspapers of Oklahoma University and Oklahoma Agricultural and Mechanical College, respectively, indicate that these two schools, and possibly other four-year state institutions of higher learning, are in danger of losing the first years of academic work; at least in several departments of the colleges.

Governor W. H. Murray is said to be in favor of the elimination of the first two years of college work. It is understood that Governor Murray believes that the high-school-junior college system, which has advanced so rapidly of late, can take care of the first two years of college work.

JUNIOR COLLEGE FOR INDIANS

Bacone College, Muskogee, Oklahoma, is said to be the only private Indian junior college in the United States. It is located in the old Indian territory and is the oldest college in Oklahoma. The college was established in 1878 by Baptist missionaries for the purpose of training Indians to be good preachers. It is supported entirely by the church and gifts from wealthy Indians.

The school offers work from kindergarten through junior college. The institution, which is a boarding school, emphasizes particularly the development of the child's character and religion, rather than the acquisition of knowledge. Music is one of the strongest features of the curriculum. The Indians are superior in athletics and belong to the state junior college conference.

There are about 350 students in the school from twenty-eight different tribes.

The Junior College—A Radio Broadcast

NICHOLAS RICCIARDI*

Isn't the junior college just a makeshift for those who haven't the time, the money, the credits or the brains to go to a regular college?

I don't know of any school or college where the brainless can get brains. The brains and the effort required to succeed in any college are essential to success in the junior college; but the requirements for admission to the junior college are more liberal than to the California universities.

And these more liberal requirements make it possible for many young persons with ability to get a college education who otherwise would not. Take, for instance, the case of George Hastings. Although George had the ability to do very good work, for some unaccountable reason during the first two years in high school he loafed and did only passable work. In his third year, as he himself expressed it, "I woke up." Unfortunately, some don't wake up until their fourth year; and some never wake up!

* Chief of the Division of City Secondary Schools, State Department of Education, Sacramento, California. This broadcast was made by Dr. Ricciardi, March 9, 1931, at the request of Paul Pitman, Educational Director of the Pacific School of the Air. The questions answered were compiled from a series of questions forwarded to Mr. Pitman from many sources. After conference with eight junior college leaders in the state, Dr. Ricciardi formulated the answers to these questions that are printed here.

From the time George woke up until he was graduated, he ranked with the best students in his class. He was graduated with honor. When he found that he didn't have enough credits to enter the university, he enrolled in a junior college, made up the credits he needed, was graduated with great distinction, entered the university, and continued his education until he received one of the highest awards of the university, the degree of doctor of philosophy.

And Dr. George Hastings, the boy who didn't wake up until his third year in the high school, who found his chance to go to the university through the junior college, is today an instructor in one of our universities.

This is an unusual case. If time permitted I could tell of other cases, not so unusual, of young men and of young women who have won success in walks of life other than the professions, because the junior college with its more liberal admission requirements has given these young people their chance to make good. It must be understood, however, that each individual must make up whatever credits he lacks before he can enter a higher institution.

I am glad to say that many young persons are taking advantage of their opportunities in the junior college, and are making good in life; some in a conspicuous way.

Recently Miss Agnes Miyakawa, who startled Paris in the leading rôle in *Madame Butterfly* and was given an ovation in which even the members of the orchestra participated, attended one of the California junior colleges.

It should be noted that if the junior college were not available many of these persons with ability, ambition, and character might be denied the opportunity of continuing their education.

It is only fair to say, also, that there are not hundreds but thousands of young persons enrolled in junior colleges today who have all of the high-school credits required to enter any institution of higher learning; but they have chosen to complete in a junior college the first two years of their university work.

In the light of these facts, and others which might be cited if time permitted, it cannot be said with justice that the junior college is a makeshift.

What, then, is the junior college?

The junior college is an institution offering courses suited to the different types of abilities, the different interests, and the different needs of the individuals who are enrolled. It is intended not only for those who wish to prepare themselves for the university, but also for those who want to continue their education for two years beyond the high school. Every fully organized junior college, therefore, should meet the needs of those who want profitably to continue their education beyond high school, and of those who wish to prepare themselves for higher institutions. It must be understood that not all junior colleges are now organized

in accordance with these two chief purposes.

Can I earn my way through a junior college?

Certainly you can.

How?

In the same way in which a person may earn his way through the first two years of any college. Junior college presidents tell me that hundreds of students are earning their way. More and more junior college instructors are giving some of their time to helping students who need part-time employment. Some junior colleges have well-organized placement departments; and others receive very practical aid in getting jobs for students from local chambers of commerce and service clubs.

The chances, therefore, to earn your way through junior college frequently are better than are the opportunities for employment in a university which is located in a small community where the jobs are limited and many students want employment. We should keep in mind, too, that the junior college student, because he usually lives at home, does not need to earn quite so much as the student who is attending college away from home.

It may interest you to know, also, that very often the students who earn their way rank as high in scholarship as those who don't; and some rank even higher.

But isn't the quality of instruction in the junior college necessarily pretty poor?

No, it is not. As a rule, the junior college classes are smaller than are the freshman and sophomore classes in most of the colleges and universities. The instructors in

junior colleges are as well-trained as are the university instructors assigned to freshman and sophomore classes. Junior college instructors, as a rule, receive higher salaries than do the instructors of freshman and sophomore classes in universities. Because of these facts the instruction in junior colleges is not inferior to freshman and sophomore university instruction.

What can I learn in junior college that I haven't already learned in high school?

Both in high school and in junior college the individual should learn the things that he needs. Whatever skill, technical knowledge, and social intelligence you now have, you have acquired, in part at least, in high school. What you need in addition to what you now have, you should be able to learn in a junior college offering the courses suited to your needs. In a fully organized junior college the individual not only should develop more skill, more technical knowledge, and more social understanding, but also should develop the ability to depend more upon himself and less upon others, and to direct himself with greater success. These things he can learn in the junior college because self-dependence and self-direction are emphasized in junior college instruction.

I want the good things that go with college life. I want football and all intercollegiate athletics. I want fraternities, sororities, dances, social life, and contact with great men and important events. I can't find these things in junior college, can I?

Every fully-organized junior college does provide, through football and intercollegiate athletics,

through social life, and other appropriate activities, such as engineering, science, debating, dramatics, language, literary, and other societies, the contacts which students should have to supplement the good things that go with college life. Lectures and addresses given by prominent and well-informed speakers, and radio programs provide contact with important events.

"But what about contact with great men?" you ask. Let me tell you about Sam Pelton. Sam lived in a city which afforded him opportunity to come in contact daily with men who were called great. All of them had won great success in different walks of life and were wealthy. But no one of these great men helped to fire Sam with enough ambition to make him feel that he had it in him to do big things. The man who was able to do that for Sam was a teacher: and because of that influence Sam Pelton today is a member of a very successful law firm with international offices.

There are many successful men and successful women who are glad and proud to tell you that their successes are due to the unusual influence of some comparatively unknown teacher or professor. Bruce Barton recently called attention to one of these great instructors. Writing about former President Coolidge in a national magazine, Mr. Barton says:

I brought up the name of Charles L. Garman of Amherst, to whom Mr. Coolidge devotes so many pages in his autobiography. I was in the last class which Charlie Garman taught; he died during my senior year. He seemed to us like a prophet.

"On Coolidge and Dwight Morrow,"

Mr. Barton says, "and on every Amherst man in the nineties and early nineteen hundreds, Charlie Garman put an indelible stamp."

Who, then, I ask you, is the great man in the life of the student? Is it the person who lectures brilliantly for an hour, or two, or three, each week, and then passes out of the student's life? Or is it the person who fires the student with ambition, helps him to discover his powers, stimulates him to do his best work, and to achieve in a superior way? The former, the brilliant and renowned lecturer, may have a national or even an international reputation; and for that reason be called great; but the latter, the unassuming instructor, who fires the student to achieve, who leaves his indelible stamp on him, is the great man in the student's life. And in the latter sense, the junior college has great men.

But suppose I go to junior college and then later decide to go on to the university, won't I find myself handicapped? Won't I find it difficult to keep up in my studies when I transfer to the university? Won't I find it almost impossible to establish social contacts in my new environment?

It is difficult for the student to make the adjustment from the junior college to the university. But the adjustment from a junior college to a university or college should be no more difficult than the adjustment which must be made in going from high school to a higher institution. In fact, there are many who believe that a junior college student, with more experience and more maturity, should find it less difficult to make the

change than the high school graduate who goes directly to the university.

Studies and experience seem to justify the conclusion that good students in junior college make good students in colleges and universities; and that good students who make good social contacts in junior college succeed in making good social contacts in higher institutions.

Will the junior college give me a pretty good preparation for any actual job, or must I further prepare myself for a life-work after graduation?

Not all junior colleges are giving courses which train for definite employment, but some of the larger junior colleges give good preparation for actual jobs. There is a good deal yet to be done in developing courses which fit individuals for specific vocations.

More and more, however, the junior colleges are planning courses specifically designed to train for the semi-professions. Some of our junior colleges are being assisted in the planning of semi-professional courses by men and by women engaged in the semi-professional fields.

No individual should assume, however, that after he has successfully completed any one of the junior college vocational courses, he is trained for his life work for all time. He should grow on the job by continuing his education.

May I attend any junior college I wish, or must I go to the one in my home town? Does it cost anything extra to go to one somewhere else?

Legal provisions in the different states and in the different localities govern the answers to these ques-

tions. The individual can get reliable information from the superintendent of schools in the state in which he resides.

In California, an individual who meets the liberal requirements for admission may attend any public junior college without tuition charge. Attendance at a junior college away from home, of course, does cost more because of the increase in living expenses.

Private junior colleges are always ready to mail their catalogs to individuals desiring detailed information.

Would you send your son and daughter to junior college? If not, why not? If so, why?

My daughter is now attending junior college and I shall have my son attend because of the advantages already enumerated.

Many other educators have shown their faith in the junior colleges by sending their own sons and daughters to these institutions instead of having them go directly to senior colleges or universities, though they were qualified to do so.

Which students should go to junior college? Which should not?

Students who are planning to enter any one of the professions should not attend a junior college unless they can get the courses which they need to enter higher institutions.

Students who are self-reliant, who can profit from a change of associations, and who cannot get in a junior college the kind of training they need, should attend a college or university. Of course, it is assumed that such students have the credits required for entrance to an institution of higher learning. If they have not, many of them can

with profit attend a junior college, make up their deficiencies, and then go to a higher institution of learning.

High school counselors, teachers, and principals are earnestly and sincerely interested in the future success of their students. It is wise, therefore, that students act upon the advice of these individuals.

Which junior college shall I attend? Upon what basis shall I make my choice?

The junior college which the individual may attend with greatest advantage and benefit to himself should be determined by what the individual intends to do and by the courses which best fit his needs. If he can get in the junior college in his home town the training which fits his life plan, then that is the junior college he should attend.

If I wanted to fit myself for such work as millinery, carpentry, dress-making, auto mechanics, banking, salesmanship, insurance selling, interior decorating, concrete work, hotel management, tea-room work, store-keeping, printing, reporting, where could I get the training?

In many of our larger high schools and in the trade schools you can get training for practically all of the types of work you have named. Training in banking and in insurance you can get in some of the junior colleges. The junior colleges are developing courses which fit individuals for vocations that require more training than the high schools can give. In other words the vocations for which the junior colleges train are those called the semi-professional; and these are the occupations which require less training than the professions and more than the skilled occupations.

How can I get definite and reliable information that will help me to choose wisely the junior college I should attend?

The selection of the junior college which the individual should attend is a very important responsibility. It should be made, therefore, with all the advice and help available. The student can get advice and help from his teachers, his counselor, or his principal. If these individuals haven't the information he needs they can get it for him by writing to the county superintendent of schools or to the state department of education.

How many junior colleges are there in these six western states? Where are they?

There are fifty junior colleges in California. Thirty-seven of these are public junior colleges. Idaho has two. One of these is a public institution. Arizona has two, one being a public junior college. Nevada has no junior colleges. Oregon has two junior colleges, both private institutions. Washington has six junior colleges, four of them public. Thus there are in the six western states: Arizona, California, Idaho, Nevada, Oregon, and Washington, sixty-two junior colleges, fifty of them in California.

Can you sum up now, briefly, the advantages of education in a junior college as compared with other institutions of learning?

The advantages may be stated, briefly, as follows: (1) the classes, as a rule, are much smaller; (2) there is greater opportunity for more intimate contact with the instructors; (3) the students get more effective educational, social, and vocational guidance; (4) there is greater opportunity to plan more

intelligently for one's life work; (5) there is opportunity to stay at home two years longer; (6) the student is at less expense.

Chiefly because of these advantages the junior college enrollment has increased in California, since 1918, 764 per cent. Nationally, too, the junior college has had a remarkable growth. There are now 436 junior colleges in the United States, with a total enrollment of more than 75,000. The junior college has indeed found a very important and definite place in American education.

BUSINESS EDUCATION LECTURES

The University of Chicago announces a series of four lectures on "Business Education on the Junior College Level" which will be given during the summer quarter of 1931, under the auspices of the School of Commerce and Administration. Dates, speakers, and topics are as follows:

Thursday, June 25, "Business Education on the Junior College Level: The Terminal Function." Leonard Hancock, Dean, Crane Junior College, Chicago, Illinois.

Friday, July 10, "Business Education on the Junior College Level: Objectives." J. O. Malott, Commercial Education Specialist, Office of Education, Washington, D.C.

Thursday, July 30, "Business Education on the Junior College Level: The Preparatory Function." H. G. Shields, Assistant Dean, School of Commerce and Administration, University of Chicago.

Thursday, August 20, "Business Education on the Junior College Level: The Present Status." Professor L. V. Koos, School of Education, University of Chicago.

Ten Representative Junior Colleges

WALTER CROSBY EELLS

An English-speaking educator from abroad knows nothing of the junior college but is anxious to learn as much of it as possible, in its various aspects, during a visit to the United States. He can visit ten and only ten junior colleges, spending two days at each. Geographical considerations are of no significance. Please suggest the ten institutions which you would advise him to visit in order to secure the broadest possible grasp of all phases of the junior college movement.

The foregoing request was made of a group of twenty-five junior college leaders all over the United States, including all past presidents of the American Association of Junior Colleges, and all members of the editorial staff and National Advisory Board of the *Junior College Journal*. One man, while expressing keen interest in the plan, stated that his knowledge of individual institutions was insufficient to enable him to express intelligent judgment. Votes from all of the remaining twenty-four are summarized in this article.

It should be said at the outset that no effort was made to select the ten leading junior colleges of the country. Even had there been such an effort, the wide diversity of judgment shown by the judges would have proved its impossibility. Not a single institution was on the lists of all the judges. The highest agreement was found in the case of Stephens College, which was selected by twenty of the twenty-

four judges. Only five institutions received a majority vote. On the other hand, no less than sixty-three different junior colleges were selected by one or more of the twenty-four judges.

The seventeen junior colleges receiving five or more votes each were as follows:

Stephens College, Missouri.....	20
Pasadena Junior College, California.....	19
Sacramento Junior College, California.....	16
John Tarleton Junior College, Texas.....	14
Joliet Junior College, Illinois.....	13
Ward-Belmont School, Tennessee.....	12
Kansas City Junior College, Missouri.....	12
Los Angeles Junior College, California.....	11
Virginia Intermont College, Virginia.....	8
Chaffey Junior College, California.....	7
Grand Rapids Junior College, Michigan.....	7
Gulf Park College, Mississippi.....	7
Johnstown Junior College, Pennsylvania..	7
Crane Junior College, Illinois.....	6
Sarah Lawrence College, New York.....	5
Christian College, Missouri.....	5
Phoenix Junior College, Arizona.....	5

Even from the judgments of the twenty-four judges, as summarized above, ten leading institutions cannot be selected with certainty since four institutions are tied for tenth place with seven votes each. The group of seventeen, however, form a very representative group of leading junior colleges, from the study of any ten or more of which our hypothetical visitor from abroad could form a very comprehensive and significant judgment regarding many phases of the junior college movement today. All sections of the country are represented. Public and private colleges are both included. Even this list of out-

standing institutions, however, does not represent all types. No private junior colleges for men, for example, are included, although there are a half dozen for women.

Institutions receiving four, three, or two votes each included the following: California: Compton, Long Beach, Menlo, Modesto; District of Columbia: Chevy Chase; Georgia: Augusta; Idaho: Southern Branch; Massachusetts: Bradford Academy; Minnesota: Hibbing; Missouri: Kemper Military, William Woods; New Mexico: New Mexico Military; North Carolina: St. Mary's; Texas: Houston. In addition there were thirty-two institutions which were mentioned once each.

COMMENTS OF THE JUDGES

A few comments from some of the judges who were kind enough to participate in the selection will be found interesting:

"I have enjoyed the pursuit of this task of attempting to select the ten outstanding junior colleges of the country."

"After thinking it over, it seems to me that a list of ten is hardly sufficient to represent the great variety of institutions and geographical locations. I should like to add at least a half dozen more."

"Probably for just as good reasons I might mention another ten schools. I believe, however, these will give a picture of the junior college movement to an outsider."

"I have preferred to omit the institutions having small enrollments as immature and perhaps undeveloped specimens."

"Now that I have made my list of ten, I cannot feel that I have been fair to a large number of excellent private and public junior colleges which are not included."

"I admit that I have selected too many schools exclusively for girls, but this type was the pioneer in the junior college field."

"Modesty forbids me from naming my own school in the list of ten, although frankness demands that I say there are some qualities relative to it that would by comparative basis put it far up in the brackets."

"I am giving you a list of ten junior colleges which I have selected, not wholly because I think they are the ten best but because it seems to me they are representative of the various types."

"There are so many excellent junior colleges that it would really be easier to name fifty than ten."

"At the outset may I say that I am quite sure that a man in your position is well enough acquainted with the junior college movement to know that the best junior college in the United States is _____. If it were not, I should proceed immediately to make it so! But my modesty causes me to refrain from including it in the list."

WHY THEY WERE CHOSEN

Many judges not only named the schools of their choice but gave reasons to justify their selections. One or two for each college in the list above are reproduced here:

Stephens: Because of its private nature, its president, and its attempt at certain revisions in instruction. I have named Stephens College, not that I agree with its program of experimentation, but this program has brought about, on account of its publicity, favorable reaction toward the junior college movement as a whole, specifically in academic circles heretofore unfavorable.

Pasadena: Because of its experimentation program. Because it is a representative junior college where the 6-4-4 system of school administration is in vogue.

Sacramento: Because of its rapid expansion and the adjustments it has made to this expansion. For its general program and especially for the work in fine arts. Because it is a strong, separate, two-year institution.

John Tarleton: Because it represents an effort at the four-year type and because of its strength as a state-supported junior college.

Joliet: Because of its long and consistent history as a public junior college. Because it is the oldest and therefore doubtless has learned through this long period of operation how to effect savings in the budget.

Ward-Belmont: As an example of an institution with a program that is highly socialized, combined with a good, thorough, modern, academic curriculum.

Kansas City: Because it is carrying on one of the most far-reaching experiments in readjustments being pursued in any school in the country. Because it represents the larger city type. Because it is an example of the condensed curriculum. Because of its non-activity program.

Los Angeles: Because it is a large junior college where terminal courses are emphasized. Because it is an example of industrial arts and technical type.

Virginia Intermont: Because its curriculum is stable, its standards of work are high, its administration is both economical and effective, and its plant is adequate. Because of its early accreditation and the fact that it is one of the few endowed junior colleges in the country.

Chaffey: Because it is a representative of the district type of junior college in California administered in connection with a high school. Because of its adaptation to local needs. Because it is an example of the rural union high school type.

Grand Rapids: Because it was one of the pioneers and because it is now a first-class institution.

Gulf Park: Because it is a private girls' college doing high-school and junior college work.

Johnstown: Because it is an off-campus branch of a university maintained in a public high school. Because it represents an attempt to make a direct extension of a university.

Crane: Because it is largest and most important in the group of city junior colleges. Because of its size and Bolshevism.

Sarah Lawrence: Because of its experimental type of curriculum.

Christian: Because, while progressive, it is not experimenting to the extent of having a rather unstable curriculum as some of the junior colleges are doing, and yet it is comprehensive.

Phoenix: As an excellent example of the democratization of higher education through the public junior college. Because of its student personnel work and its attempt to improve instruction by requiring teachers to outline material for presentation.

WHAT WOULD THE VISITOR SEE?

What would our hypothetical visitor from abroad see if he should visit each of these junior colleges in turn? What are the significant facts, the unique impressions, the outstanding junior college contributions of which he would learn? To what features should his time and interest be chiefly directed during his two-day visit? These are questions that will be put to the administrators of each of the institutions listed above. Each in turn will be invited to answer them in a brief article for the *Junior College Journal*, in which he can set forth what in his judgment are the most significant and unique contributions which his institution is making and has made to the progress and development of the junior college movement.

Small Junior Colleges and Adult Education

C. L. ROBBINS *

The growth of the junior college has been one of the outstanding phenomena of the past decade. Co-incident with this development, but in most cases having little organic relationship with it, has been a great expansion of adult education. The purpose of this paper is to suggest a closer combination of the two ideas.

The junior college has developed because of the demand of a large number of young people for more schooling. Adult education, insofar as it actually means anything of importance, is the result of a demand by mature persons for more education. It is not certain that the junior college student is always keenly aware of the relation of schooling to education; and it is generally true that the adult does not think of schooling as a means of furthering his education. It may be possible for the junior college to act as an agency through which an increasing number of adults will be brought into contact with the school. It may also be that contact with mature persons will give the schooling of the regular junior college student greater significance.

FUNDAMENTAL IDEAS

In considering the possibility of a closer alliance between the junior college and the adult education

movement, certain fundamental ideas should be kept in mind:

1. There is no good reason why cultural education should not for most adults be a lifelong process. (This paper is not concerned with vocational training.)
2. At present the number of adults who recognize this fact and apply it to self-direction is small in spite of the resources available.
3. Progress is possible through the development of local cultural centers (libraries, junior colleges, study clubs, etc.), which definitely provide for the continuing education of adults who have passed the age of ordinary schooling.
4. Of the numerous junior colleges now in existence many can become permanently established only if they do more than provide schooling for a few young people of college age. The development of a program of adult education promises aid in securing permanence.
5. A program of adult education ought not to add to the financial burden of the small junior college, nor ordinarily to the teaching load of its staff. This means that adults who participate must ordinarily finance their own activities and secure or develop their own leaders.
6. Through co-operation with the state university, the state agricultural college, the state teachers college, and perhaps the endowed colleges, the actual educational resources of the smaller junior col-

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leges may be made great enough to meet local demands.

7. Local educational activities should be governed by the wishes of the people who participate. There should be no attempt by the junior college or any other institution to force adults to take courses which they do not desire. Obviously, however, it is a function of the junior college, as also of the library, the church, and even the newspaper, to stimulate and encourage educational desires.

8. An experimental attitude should characterize all who participate, whether leaders or students. Scientific methods should be used to determine what adults desire, what they need, how programs may be improved, and how local resources may be used effectively.

RESOURCES AND CO-OPERATING AGENCIES

In any American community there are several resources that may be used in the development of a program of adult education in connection with the junior college. Usually there is at least one women's club which has an interest in study. Frequently the farm bureau has an organization. Contrary to the general opinion of poorly informed outsiders, the farmers and their wives are interested in much more than the problems of increased production and better marketing. It is not likely that any corresponding vocational group has a deeper or keener interest in making life worth living than members of the farm bureau. Frequently the local library is an additional resource; although in many communities it is merely or chiefly an institution for purveying inexpen-

sive entertainment through the reading of fiction. It is often true that the parent-teacher association may be made an instrument in creating the desire for study rather than random discussion of educational problems.

Back of all these groups and institutions is an intangible resource that is as yet hardly recognized. It is more than a general desire to make the most of the cultural richness which our civilization affords. It is an increasing dissatisfaction with the random bombardment of the intellectual and aesthetic provided by the radio, the newspaper and magazine, the motion picture, and daily association with friends. To capitalize the desire and the dissatisfaction is one of the major problems of adult education. It may be that here is an important force in upbuilding the junior college.

POSSIBLE ORGANIZATION

If a junior college is well established, has an adequate and not overburdened staff and can assume additional work without interfering with the functions for which it was primarily established, it may make a beginning of adult education by offering a course or courses for non-school adults who are interested. Such work, although not extensive, is already carried on. This article, however, is concerned chiefly with smaller colleges where a beginning is yet to be made.

In order to make the most of combining the adult education idea with the junior college, it is probably wise to develop a general organization which will secure the co-operation of a large number of the cultural agencies of the community. What has been done in se-

curing the co-operation of such agencies on a large scale in Cleveland, Ohio, is suggestive of what may be done in smaller communities. Support, stimulus, and guidance may be secured by organizing a committee which represents the junior college, the library, the women's clubs, the farm bureau, such religious organizations as are willing to aid, and any other groups that are interested in promoting the intellectual and aesthetic life of the community.

The primary purpose of this organization should be the co-ordination of local cultural activities with the junior college as the center of this co-ordination. The dean of the junior college might very well be the chairman. His presence in the center of events will serve to keep the work of the co-operating committee constant in the performance of its real functions. In some communities, however, there may be men or women of vision, sane aggressiveness, and intellectual keenness who can relieve the dean of this work. Where a local Newton D. Baker is present his services should undoubtedly be enlisted.

A secondary function is the building up of interest in genuine intellectual and aesthetic advancement or the turning of already existing interest into profitable channels. No noisy ballyhoo is needed or desirable. Indeed the people who really wish to study are not to be reached by noise and the people who can be aroused momentarily by such means are likely to lapse into indifference within a short time. The sustaining of interest is of very great importance. Obviously a dozen people who persist in study for several years count for much

more than a thousand who enroll, attend a few class meetings, and then drop into the void of indifference. The co-operating organizations can, if they will, do much to aid in keeping alive a healthy interest in study.

FINANCIAL SUPPORT

As conditions are at present, many junior colleges cannot assume greater financial burdens than they are now bearing. Whatever may be brought about later in the development of public support of adult education in connection with junior colleges, the beginnings in most cases must be almost or entirely self-supporting. Probably in many communities the expense of heat, light, and janitor service can be borne by the school district if the adults who form the classes pay for the cost of instruction. There is no very good reason why they should not bear the entire expense. In comparison with the entertainment of the cinema or the athletic spectacle, instruction is remarkably inexpensive. If people who are devotees of sport are easily induced to spend three, four, or five dollars for a single football game, it does not seem impossible for those who are interested in study to pay as much as a dollar for a class period. As few as twenty persons could easily pay an instructor a minimum honorarium of ten dollars an evening for twenty weeks and still have an adequate fund to provide heat, light, janitor service, secretarial work, and incidentals. Nothing is to be gained by trying to make adult education cheap. If it costs nothing, the inference is that it is worth nothing.

All this has to do with beginnings. With the development of

classes for adults the social good of lifelong education may become so obvious and the cost of adequate maintenance so great that the public will be led to revise its idea of universal free education—an expression which now applies in most states to children only, but which may in the future mean continuing education for all, adults as well as children, as long as they wish. Whatever is to come about in twenty-five or fifty years, we must concern ourselves with the realities of the present. And certainly one of those realities is that for most junior colleges, except in a few of the more progressive states, the addition of adult education must not mean the addition of expense. Or, to put the same idea in positive form, adults who wish the benefits of systematic group study must pay for it just the same as they pay for movies, sports, cosmetics, and gasoline. They must be led to invest less in transitory pleasures and more in permanent enjoyment.

POSSIBLE ACTIVITIES

As adult education is treated in this article, entertainment and passive enjoyment have little place. Important as they are in the life of the ordinary individual, they must not be permitted to be a substitute for active achievement. Lectures which do not lead to study or accompany it, study which does not lead to thought, to conversation, or to discussion with others, or to doing something, forums which encourage much talk and little effort to get at the truth—these are activities that can well be neglected. Most people have plenty of entertainment already; what is needed is study. If adult education is attempted in con-

nexion with the junior college, the emphasis must be placed upon serious effort rather than upon passive enjoyment.

In selecting fields of study adults are embarrassed by riches. From astronomy to zoölogy there is a range far beyond the capacity of the individual and likewise beyond the means of the junior college even in co-operation with community resources. It is possible everywhere, however, to offer certain courses selected according to available leadership. Another possibility is to try to determine what are the desires of groups of adults. Still another way of selecting courses of study is to attempt to discover what it is that adults particularly need.

The simplest method of handling the situation is that of offering courses according to available leadership. That leadership may be within the junior college itself, or among the well-educated members of the community, or even outside the community but within easy reach—for example, in a nearby state institution. This method has the advantage of easy adaptation of resources to purposes. But it may have the disadvantage of having little relationship between what can be provided and what an adequate number of adults really desire to study or can be induced to study.

To attempt to determine the desires of adults is a very difficult task. Many have so great a number of interests that their suggestions have little guidance value; while others, even those who might be enlisted in a group of active students, have so few that their opinions are too vague to be useful. In spite of these conditions, the success of adult education depends in

large part upon what prospective students actually desire. What they may be led to desire is another question.

The third possibility, that of finding out what adults need and attempting to meet that need, is most attractive of all. It appeals to something that seems to be in most of us, whether we be parents, teachers, business men, reformers, or clergymen. In actual application it is very difficult. Thus, it is easy for the economist to show from facts in present American life that every adult ought to study economics, for the sociologist to show in like manner that everyone needs a good grounding in sociology, for the humanist to show that all need the richness of life provided by the humanities, for the natural scientist to demonstrate that life in the modern world loses much of its meaning without a knowledge of chemistry, physics, botany, zoölogy, and the other natural sciences or combinations of sciences.

In this trilemma the wisest course is probably to attempt not one but all three of the possible courses. Obviously development depends upon available leadership; but just as obviously neglect of the wishes of the adults to be served can result in nothing but failure. It is not so certain, although it is believed to be true, that in the long run we shall succeed only as we try to transform what is into what we think ought to be. That is dangerous doctrine, for it means attempting to determine a future which we cannot know. Yet it is less dangerous than drifting. If we use our best knowledge, if we continue to use scientific methods to add to that knowledge, and if we use our rea-

son to the utmost, there is great hope that the future will be better and richer than the past.

Even the smallest junior college in the smallest community can make some kind of a beginning. A small earnest group engaged in active study of economics, history, social problems, literature, or any other field of human experience can become the nucleus of a development which will ultimately make the junior college a genuine center of intellectual and aesthetic life in its community. Its work will be expanded from the small group of young people who are now reached to the greater group of adults who are now the supporters of the junior college and who will become its beneficiaries.

GROWTH AT SETH LOW

According to the new bulletin of Seth Low Junior College, Brooklyn, the title of Edward J. Allen has been changed from Acting Director to Director, and five new members have been added to the teaching staff, which now consists of a faculty of forty members.

SANTA ROSA MOVES

The first unit of the new buildings for the Santa Rosa Union Junior College, California, was completed early in May. The junior college at once moved into it from the high-school buildings, where it has been unsatisfactorily located for several years. The new unit is composed of eight class rooms, five offices, and a large room to be used temporarily as joint assembly room and library. The plans call for the construction eventually of a group of twenty buildings.

Business Law in the Junior College

BYRON R. BENTLEY*

Twenty-eight years ago J. Pierpont Morgan said, "The greatest risk in business today is the legal risk," and the statement aroused a great deal of comment among business men at that time. William Green Hale, acting dean of the University of Southern California School of Law, recently expressed his interest in a junior college law program for business men, suggesting as an objective "the orienting of the citizen in the field of law." For an illustration of the part which the subject plays in the field of commerce, one might point to a recent order from the Bank of Italy for a sufficient number of copies of the California Civil Code to place a copy in each of its two hundred and ninety-two California branches. If an outstanding function of the junior college is to furnish specialization of training, it is particularly fitting that the subject of law should be made available in such forms as will be best adapted to meet the several requirements of the student body.

STANDARD COURSE SUGGESTED

Perhaps the standard course in business law in the two-year junior college is the one-semester course given three hours a week. Such standard texts as Peters, Frey, and Babb may be used to advantage. Connyngham and Bergh's text on

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Business Law is particularly adaptable in that one section may be assigned per day in addition to five or six of the two hundred and sixty actual cases given in the book, thus furnishing the opportunity for an application of the principles learned to cases which have directly confronted the courts. Compulsory attendance at a superior court session will add vitality to the class work.

When the student has become really interested during his work in this one-semester course, he frequently desires to take further work. The difficulty is that there hardly remains more surface for him to scratch. Forty-three out of one hundred and ten students in the one - semester commercial law classes at the Los Angeles Junior College indicated a desire to pursue the subject further, and they themselves suggested an outline which should cover selected subjects and assignments. At the Pasadena Junior College such a program is now being given in the latter part of the one-year course in business law. The topics which they stress include escrows, mechanics' liens, wills and estates, community property, insurance, and also such actual problems in the hands of local lawyers as they are able to obtain, followed by a comparison of their conclusions with those of the lawyer who submits the problem.

The standard certificate course in business law would seem to be

the one - year social science course which in terms of the catalogue of the University of California at Los Angeles embraces "definitions and elementary principles of law; essentials of the law of contracts, agency, sales, partnership, negotiable instruments, and private corporations." Here, however, it becomes practical and therefore advisable to introduce the case method of approach. Various projects should be assigned to bring the students into contact with the sources of the law and its practical operation. To illustrate the possibilities of cases this example may be found in the *California Reports*:

Wilmington Transportation Co. v.

O'Neil, 98 Cal. 1

The defendant hired the plaintiff's lighter to transport rocks from Catalina Island to Wilmington, a distance of about 25 miles, and agreed to return the lighter in as good condition except for normal wear and tear or to pay the plaintiff the sum of \$3500. A storm arose and the ship was lost without the fault of the defendant. The defendant claimed that the lighter was worth \$1800; he offered to pay \$2500 but refused to pay \$3500. Because of a California Code provision the plaintiff could recover the fair value only.

A case on consideration is that of

Buchtel College v. Chamberloix, 3 Cal. App. 246

Here Anna Johnson gave a note to pay \$1000 at her death to the college, which agreed to establish a scholarship in her name. At her death her executor refused to pay the money claiming lack of consideration. Judgment was awarded to the plaintiff.

On impossibility by operation of law:

Collins Hotel Co. v. Collins, 4 Cal. App. 379

On October 1 the defendant agreed to erect a hotel building at the corner of two streets in the heart of Los Angeles according to certain specifications. On October 8 a city ordinance was passed prohibiting the erection of such a structure at that place. The defendant was excused from performance.

A TWO-YEAR PROGRAM

There remains the possibility of a two-year program in law, the aims of which would be to afford the student a foundation in those principles of law which he is likely to use in business, to develop his reasoning power, and to acquaint him with the workings of our legal system. Such a program is now in effect at the Los Angeles Junior College. The topics taken up were approved by a representative committee of Los Angeles bankers with particular reference to their value in banking. The first semester covers contracts and sales. The syllabus reads:

Essential features of a contract; how contracts are made; effect of contracts; assignment and novation; discharge of contracts; enforcement of contracts; the contract of sale; when title passes; Statute of Frauds; warranties.

The second semester covers agency and real property:

Principles of agency; formation of agency; the principal; the agent; the third party; bailments; nature of real property; conveyancing, mortgages, community property, wills and estates.

The third semester takes up partnerships, corporations, and bankruptcy:

Formation of partnership; partnership property; powers and liabilities

of partners; dissolution of partnership; nature of corporations; corporate powers; rights and liabilities of stockholders; administration and dissolution of corporations; voluntary and involuntary bankruptcy; bankruptcy proceedings.

The fourth semester takes up insurance and negotiable instruments:

Insurance in general; types of insurance; negotiable instruments in general; negotiation; liabilities of the parties; presentment; notice of dishonor and protest; bills of exchange and checks.

It would seem advisable perhaps to include other subjects such as taxation and trusteeship in a more general course.

CLASSROOM METHOD

The work should not be made too difficult for the student, especially at the outset. It has been found advisable to free him from the burden of taking notes and replying to class questions at the same time, by devoting ten minutes to notes in summarization of each section. In the selection of a text care should be taken to find one with sufficient material. The case method is strongly recommended. The instructor will probably find that he will need to depart from his text for certain subject-matter. A possible plan is to require a separate book on local real estate law for that part of the course. Such subjects as taxation and insurance may be taught through lectures and assignments. The Hornbrook series may be used to advantage.

Although at present the students who comprise the two-year course in law at the Los Angeles Junior College are for the most part those

following the banking program, the course may be taken by anyone who desires a semi-legal foundation for business. It counts as twelve units in the field of social science. It is planned in the near future to expand the banking program by the introduction of several optional courses to include the brokerage and general finance fields, which enlargement will materially increase the enrollment in the law course. Also a special program in accountancy is to be established in which the two-year course is to have a deserved place.

EXTRA-CLASS PHASES

The subject of law in the junior college would not be complete without reference to certain extra-class phases of the problem. The library is the first consideration and a substantial sum of money should be forthcoming for this important branch of the work. A suitable beginning may be made with a set of local state reports together with a digest and the statutes. There should be a few standard texts, a couple of form books, a good dictionary, and where possible an encyclopedia of law such as *Ruling Case Law* or *Corpus Juris*. The instructor should make an effort to adapt his assignments to the library available, and very likely will be able to interest instructors in other departments of the college in the use of the law library in connection with their courses.

Finally, the opportunity should not be lost to tie up class work with actual field work by means of a law club. Where membership is restricted to case law students much entertainment as well as instruction may be derived through the use of

the appellate trial as developed in the club system at the Harvard Law School. A set of agreed facts is given out and two lawyers uphold each side before a judge, while the club looks on and may or may not have the opportunity to question the combatants. There is no jury nor procedural entanglement. The lawyers have three functions to perform: (1) to look up the law applicable to their case, (2) to prepare and submit briefs at least four days before the trial, (3) to argue their case before the judge and audience. The decision may be awarded on the basis of one point for briefs, one for argument, and one for answering the questions of the judge. After the first few trials, practicing attorneys may be invited to sit as judges and will generally have interesting comments to offer at the close of the trial. On other occasions judges or business men may be obtained to speak on topics involving some legal problem. As an additional feature, the faculty may be invited to submit to the club such legal questions as come up in their classes.

The importance of club work for students who anticipate a legal career is obvious, yet it is hardly less valuable for those who intend to go into business, not only for the training it affords in legal methods of approach but primarily in the insight which it gives to the layman into the workings of our legal machinery. The program throughout is an ambitious one, but it contributes to a need which has been felt in the business world from a day far anterior to that of our friend the Merchant of Venice and to a need which will continue as long as men have conflicting interests.

OHIO LEGISLATION FAILS

The Ohio junior college bill, a preliminary draft of which was published in the *Junior College Journal* in January, failed to pass the legislature. It was approved by the Senate Committee on Education, but for a combination of reasons did not come to a vote in the Senate nor was it presented to the Education Committee of the House. Because of the prevailing depression there was little organized effort toward extension of educational facilities. The study which was made by Dr. T. C. Holy, of Ohio State University, in connection with the preparation of the bill will be published as a research monograph by the Office of Education.

NEBRASKA LEGISLATION

Legislation authorizing the establishment of public junior colleges in Nebraska was passed by the state legislature in April. An article giving a complete analysis of the new law has been received from Charles Lindsay, Dean of the Norfolk (Nebraska) Junior College, too late for publication in this issue. It will be printed in an early number of the *Journal* in the autumn.

RESEARCH STUDY

Announcement is made from the joint office of the Council of Church Boards of Education and the Association of American Colleges that B. Warren Brown is engaged in a study of junior colleges in their relation to the institutions and agencies of the church.

The Junior College World

LIBRARY SECTION MEETING

The second annual meeting of the Junior College Round Table Section of the American Library Association will be held in connection with the meeting of the Association at New Haven, Connecticut, in June. Miss Ermine Stone, of Sarah Lawrence College, is chairman.

Two sessions will be held, on the afternoons of Tuesday, June 23, and Thursday, June 25. At the Tuesday session Virginia Kramer, librarian of Bradford Junior College, Massachusetts, will give a review of recent publications on junior college libraries; and Henry O. Severence, librarian of the University of Missouri, will discuss "Junior College Libraries in Missouri." There will also be a discussion of the resolutions on junior college standards adopted at the 1930 session at Los Angeles.

At the Thursday session Helen E. Scanlon, librarian of Frances Shimer School, Illinois, will speak concerning library instruction in junior colleges, and a group of four speakers will discuss the problems of administering a junior college library in connection with four other types of units, the public high school, the private school, the university branch, and the six-four-four plan.

The sessions will be open not only to junior college librarians but to junior college administrators, faculty, or others who may be interested.

SUMMER COURSES OFFERED

According to information assembled by Archie M. Palmer, Associate Secretary of the Association of American Colleges, for the *Journal of Higher Education*, the following institutions will offer specific courses this summer on junior college organization and administration: the University of Chicago, and the state universities of California, Nebraska, Missouri, and Washington; Duke, New York, Northwestern, and Stanford universities and the University of Southern California; George Peabody College for Teachers, and Teachers College of Columbia University. The genesis and development of the junior college, its purpose, objectives, curriculum, and administration, and its articulation with the high school, college, and university will be the usual content of these courses. At Teachers College three distinct junior college courses will be given: a general course, one on curriculum and instructional practices, and one on problems of administration. A conference for the discussion of problems of the junior college will be held at the University of Pittsburgh on July 16 and 17.

INCREASED USE OF LIBRARY

That students at Sarah Lawrence College do not confine their intellectual activities simply to required assignments in reserved books but are developing more and more the habit of independent reading is the encouraging implication of the cir-

ulation statistics of the college library. Students borrowed 605 books not on reserve for home use during the month of February. During this same period 100 books were loaned to the faculty, 232 titles were added to the reserve shelves, and 18 magazines were circulated, making a total for the month of 955.—*Sarah Lawrence College Campus.*

SUMMER CAMP AT WILLIAM WOODS

Unique among the colleges is the announcement from William Woods College, Missouri, of the opening on its campus of a summer camp for girls. Owing to the general program of this "out-of-doors school," the activities of a summer camp will in reality be no innovation, for whatever of equipment and environment is desirable for a successful vacation in the open is already an integral part of the college life.

The campus of eighty-five acres lies in the wooded hills of the upper Ozarks, with an elevation which provides a fine outlook as well as invigorating air. Among its groves are two lakes to popularize boating; bridle-paths for horse-back riding; an excellent golf course; fields for hockey and archery; tennis courts; and natural stages for dancing, dramatics, and pageantry production. An out-of-door library, to be placed in one of the groves, will be an added charm to the girl who likes to read, and for the girl who prefers indoor swimming and formal gymnastics, there are the college natatorium and the college gymnasium. With all such natural advantages, the college has within itself all the essentials of a well-ordered camp.

It is peculiarly suited also to the newest type of camp in the way of living conditions. The summer campers will be housed in the permanent cottages maintained for upperclassmen, where the protection and comfort of screened sleeping-porches and constant hot water are meeting with enthusiastic approval from many girls who are not satisfied with some of the primitive features of camp life which others enjoy under the tent plan of the customary summer camp. The college gardens will furnish the table supply of fresh vegetables. The college infirmary, with the school nurse and the school physician, give patrons assurance of prompt and efficient care in whatever emergencies may arise by way of sickness.

William Woods College has proposed this plan with the conviction that the out-of-door program, instituted by its president, Dr. E. R. Cockrell, and followed during the school year, can, during the summer months as well, be of real service to the girls of the Middle West.

GULF PARK CRUISE

A large group of girls from Gulf Park Junior College, Mississippi, enjoyed the fifth annual educational cruise around the Caribbean Sea, which occurred in April. Visits were made at Havana, Jamaica, Panama, and Tela.

HONORS FOR DULUTH PAPER

The *Zenith City Collegian*, bi-weekly publication of the Duluth Junior College, won the all-American rating in the Eleventh All-American Newspaper Critical Serv-

ice conducted by the National Scholastic Press Association in 1930, according to an announcement made recently. This is the highest rating that any college newspaper can receive.

TECHNICAL COURSE ENROLLMENT

An enrollment of 182 students in the various technical and terminal courses of the San Jose (California) Junior College is reported for the current year. Of this number, 67 were men and 115 were women. Enrollment by courses is as follows:

Art: Commercial Art, 14; Painting, 1; Art Crafts, 3; Design—Costume Design and Illustration, 5; Home Decoration, 6; Photography, 2. *Commerce:* Secretarial, 32; Stenographic, 17; Accounting, 16; Bookkeeping, 2; Merchandising, 14. *Farm Mechanics,* 2. *General Engineering,* 8. *Home-Making:* Catering, 1; Hotel Management, 3; Costume Design and Construction, 8; Home-Making, 3; Child Training Procedures, 4. *Journalism,* 4. *Laundry Training,* 2. *Library Training,* 5. *Music,* 20. *Police Administration,* 7. *Radio Engineering,* 3.

CRANE COLLEGE REINSTATED

Great gratification was expressed at Crane Junior College, Chicago, over its rapid restoration to full accreditation by the North Central Association at the annual meeting in Chicago in March. News of the removal of Crane, the largest junior college in the United States, from the accredited list of the Association, and the resulting reorganization, was printed in the *Junior College Journal* last January.

Satisfaction at the marked changes that had taken place in a year were expressed by the officers

of the North Central Association. The *Crane College Javelin* says:

J. B. Edmonson, Dean of the School of Education at the University of Michigan, Ann Arbor, Michigan, and President of the North Central Association, was one of the first to offer felicitations to the Chicago city institution; he particularly commended the college faculty for its help in "curing the ills of improper administration, over-loaded classes, and laxity in entrance examinations; and the student body for their help in raising the general standards to those required."

"I want to congratulate the officials of the Chicago School Board, especially those in charge of the Crane Junior College, on their tireless efforts in getting their institution re-admitted into our Association," he declared. "Recognition of its credits is an honor to any school of higher learning; and Crane is greatly to be commended for its splendid rise to the standards required by the Association."

George F. Zook, Secretary of the Association's Commission on Higher Institutions, was equally enthusiastic at Crane's reinstatement; he particularly stressed the importance of the continuation of the good work of the past year.

"We are very happy that Crane was able to make such great improvement during the year just closed," he said, "improvement that enabled the Association to give it the same kind of accredited value that other institutions are enjoying. We were very much impressed with the great progress that the college has made; we have seldom known a situation to change so rapidly."

Dr. J. Leonard Hancock, President of Crane, said:

"There will be a second inspection two years from now, but this is a necessary formality only. True, it may help the Board members to

keep a generous interest in us, and that is all to the good. The inspection report, though full of praise, noted also that we are still deficient in library books, in student-teacher conference facilities, in clerical help for the various offices, and in opportunities for social contacts among the students. Perhaps these needs must wait for the new building in 1933-34, but at least we have made a fine beginning. I extend my personal thanks to all the faculty and students who have cooperated so loyally to work out the changes, and to Mr. Bogan, Mr. Buck, and the Board members who have made them possible."

CANADIAN JUNIOR COLLEGE

That the junior college is developing in Canada as well as in the United States is perhaps not generally known. It will be a surprise to many to learn that a junior college under the auspices of the Seventh-Day Adventist Church has been in existence in Alberta for the past twelve years.

The following information is taken from the latest catalogue of Canadian Junior College, College Heights, Lacombe, Alberta. Under the direction of the Alberta Conference of Seventh-Day Adventists, a farm of 160 acres was purchased two miles west of Leduc and a school was opened in the fall of 1907, as the Alberta Industrial Academy. In 1909 the present location at Lacombe was selected as permanent, and buildings were erected.

Gradually the sphere of influence of the school enlarged beyond Alberta to include the western provinces. It seemed advisable, therefore, to have the school officially designated as the college center for the Western Canadian

Union Conference. In 1919 official action was taken transferring the control of the school to the Western Canadian Union Conference of Seventh-Day Adventists. Action was also taken providing for the first two years of college training. Simultaneously extensive facilities were provided in order to operate as an efficient and adequately equipped junior college.

Since 1919 the history of the College has been one of growth and progress. New courses have been offered, in household economics, woodworking, printing, and auto mechanics, thus substantially strengthening the industrial phase of the educational work.

More than fifty Canadian students have taken advantage of the opportunities thus provided and have completed their junior college courses. In addition a much larger number have been graduated from the academic course. A steady stream of young people have entered the College, enjoyed its training, and passed out to fields of service.

There is an enrollment of 210 for the current year in all departments.

RICKER CLASSICAL INSTITUTE

For many years the only secondary school in Aroostook, Ricker Classical Institute has during the last four or five years taken a new lease of life and seems on its way to becoming one of the outstanding schools in New England. Four years ago it had one dormitory which accommodated thirty-five boys and girls. Today it has two dormitories accommodating eighty. The chief factor in the growth of the school has been the establishing of one year of junior college work. This enterprise, new to the East and particularly so to the state of Maine, has made its way to a real success in spite of determined opposition on

the part of some of the four-year colleges. The first class to graduate was able to secure but few advanced credits at Colby College. In spite of this failure it was deemed fit by the trustees of the institution to continue the work another year. The results of this second attempt were so far successful that there has been no doubt about the value of the present school and the possibility of a much larger one in the future. The members of the classes of 1928 and 1929 who went on to Colby College had a better scholastic average at the middle of the sophomore year than the students who had spent the first year at that institution. The members of the class of 1930 were even better prepared than the two preceding classes and should make an excellent record in those colleges in which they were received for advanced standing. As soon as the funds are available to build another building a second year of college work will be added. The interest in this movement is growing and there is no doubt that with a strict adherence to the requirements of the Junior College Association this school will, in a short time, be recognized as one of the best in the state.—From *Sun-Up, Maine's Own Magazine*, October, 1930.

SAINT MARY'S JUNIOR COLLEGE

From a radio address broadcast at Raleigh, North Carolina, by Rev. W. W. Way, rector of Saint Mary's School and Junior College, the following is quoted:

Our faculty represent a large number of the foremost educational institutions both North and South, including Smith, Wellesley, Goucher, Columbia, Johns Hopkins, and the Universities of North Carolina, Virginia, Pennsylvania, To-

ronto, and Chicago. Our faculty and students are the best asset we have.

The resident student body naturally come from the state of North Carolina in the main; yet there are nearly one hundred whose homes are in seventeen states outside North Carolina; several from such distant states as Alabama, Michigan, New York, Ohio, Pennsylvania, and Texas.

You may be interested regarding our educational policy. We have no amazing discoveries to proclaim, no fads to promote. We think that a few lines of study carefully followed out are better than a tangled mass of frills and fancy stuff. We have discovered no effective substitute for quiet, persistent, happy industry. Genius is fine if you have it; inspiration is fine but inspiration plus work is the combination that wins. And that spells character. It belongs to the finest men and women who in the setting of a strong and obedient body possess a mind that can think straight, a mind that knows the true values of human life and can summon the power of a will self-controlled and on fire to accomplish its ends.

EAGERNESS AND HOLES

From a recent radio address by the principal of the Junior College Department of Wartburg Normal College, Waterloo, Iowa, the following paragraphs are taken:

Much has been said against the junior colleges as educational institutions. Our experts in the field of education are not agreed on the shortcomings, and we frankly admit that there are some drawbacks and they are just as serious as those of large schools. We extend our sympathy to our big brothers, but we expect them to go and do likewise.

Somehow, these junior colleges remind me of that little creature, which we always have with us, the boy with holes in his pants, the toes sticking out of his shoes, and not a nickel to his

name. He tries to do everything, wise and otherwise. He believes he can do everything, because he believes in himself. And because some of his jobs turn out to be not so good, he is scolded and told to quit it. But he comes right back and tries again, and although he is kicked and knocked around, he seems to thrive on it. His constitution is good, thank you, and the short of it is that we have today, in the state of Iowa alone, thirty-nine of these youngsters, otherwise called junior colleges, and the enrollment in these schools is higher this year than it was last year.

We are fully convinced that the smaller schools, either junior colleges or four-year institutions with an enrollment of two to five hundred students, are serving at least one great purpose, and our high-school graduates and our freshmen and sophomores in the college realize it more and more: They may lose out on the sensation and intoxication of big games and the like, but they are not crammed into lecture-rooms together with thirty, forty, fifty, and sometimes a hundred students, where personal attention on the part of the instructor is simply impossible because these groups are too large. There is a reason why such a large number of freshmen in the large schools fall by the wayside before the end of their first year. They do not belong there. They belong in a smaller school where personal attention is possible and where they can adjust themselves to college work during the period of transition.

It has been said that in the smaller school the students suffer from lack of contact with specialists and experts in the different branches of learning. The fact is that a freshman in a large school seldom, if ever, gets to see an expert. During the first years, students have to take their required courses, and as a rule they have to take them under the guidance of inexperienced graduate students or fellows. Their papers are read mostly by seniors in the same col-

lege. This is not hearsay; we have an instructor here who comes directly from one of our state universities where he got his teaching experience.

STUDENT ACTIVITIES AT PHOENIX

Opinions of the students of Phoenix (Arizona) Junior College regarding various phases of student activities in their institution are summarized in the following answers to a questionnaire recently circulated among them and reported in their student paper, *Bear Growls*.

1. Do you approve the present program of activities? Men—Yes, 118; No, 23; women—Yes, 129; No, 17.
2. Do you think that there are too many extra-curricular activities? Men—Yes, 7; No, 129; women—Yes, 18; No, 121.
3. Do you think that there are sufficient extra-curricular activities? Men—Yes, 121; No, 17; women—Yes, 133; No, 8.
4. Would you approve the abolition of all extra-curricular activities here? Men—Yes, 2; No, 136; women—Yes, 3; No, 144.
5. Would you favor the reduction of the number of extra-curricular activities? Men—Yes, 19; No, 126; women—Yes, 19; No, 123.
6. Would you approve a plan to limit a given individual in the number of extra-curricular activities that he or she might be engaged in at a given time? Men—Yes, 56; No, 81; women—Yes, 64; No, 72.
7. Would the absence of extra-curricular activities keep you from attending Phoenix? Men—Yes, 49; No, 91; women—Yes, 43; No, 97.
8. Would the absence of inter-collegiate athletics keep you from attending Phoenix? Men—Yes, 44; No, 97; women—Yes, 18; No, 119.

UNIVERSITY EXTENSION ASSOCIATION

At the sixteenth annual session of the National University Extension Association, held at the University of Colorado, May 11-14, one session was devoted to a discussion of the junior college and university extension work. The principal addresses were given by Dr. Walter C. Eells, of Stanford University, on "The Junior College and University Extension"; and by Dr. F. L. Whitney, of Colorado State Teachers College, on "Recent Progress in Junior College Legislation." A spirited discussion followed the formal presentation. Much interest was shown by the members in the possibility of some phases of university extension work being taken over by the local junior colleges in various parts of the country.

SACRAMENTO BILL DEFEATED

A proposal was made in the 1931 session of the California state legislature to change Sacramento Junior College into a four-year state college. The bill was never considered on its merits, but by political maneuvering in connection with the reapportionment plans, a favorable vote was secured in the House. Much opposition developed to the plan throughout the state and it never came to a vote in the Senate since the Senate Committee on Education refused even to report it for consideration.

INSTITUTE FOR ADMINISTRATIVE OFFICERS

The Sixth Annual Institute for Administrative Officers of Higher Institutions will be held at the University of Chicago on July 8, 9, and

10. The central theme of the Institute will be "Recent Trends in American College Education." The program on July 8 will be devoted to a discussion of progressive reforms at the junior college level. Addresses will be given by Dr. L. V. Koos, University of Chicago, and J. L. Shouse, Assistant Superintendent of Schools, Kansas City, Missouri.

FLAT RIVER DEAN RESIGNS

Dean H. P. Fling, of the Junior College of Flat River, Missouri, has tendered his resignation, effective at the end of the 1931 summer session, after a period of seven years' service as head of this institution.

L. E. PLUMMER HONORED

Louis E. Plummer, principal of the Fullerton (California) Junior College, and president of the Department of Secondary-School Principals of the National Education Association, was recently presented with a life membership in the National Education Association by the faculty and administrative secretaries of his school system. Accompanying the certificate of membership was a parchment, signed by the donors, which read as follows:

"We, the faculty and administrative secretaries of the Fullerton Union High School and District Junior College, to express our appreciation of the distinguished services of Mr. Louis E. Plummer as an educator; and to express our personal esteem for him as a guide, counselor, and friend, present this life membership in the National Education Association, with every assurance of our good will and loyalty."

JUNIOR COLLEGE AUTHORS

The American Book Company announces publication of a volume *Planning a Career: A Vocational Civics*, by L. W. Smith, superintendent of schools of Berkeley, California, and G. L. Blough, of the Joliet, Illinois, High School and Junior College. Dr. Smith was formerly superintendent at Joliet and has been prominent in junior college activities for many years. He was president of the American Association of Junior Colleges in 1926.

HISTORY OF SECONDARY EDUCATION

It is interesting to note that the latest work on the *History of Secondary Education*, a volume of 577 pages, written by Dr. I. L. Kandel, of Columbia University, contains, according to the index, the words "junior college" only once, and then in a footnote. The whole junior college movement seems to be considered in four lines, as follows:

Of the new movement for a complete reorganization of the educational system into a 6-4-4 plan, which would transfer two years of college work within the high school, it is too early to speak.

THANK YOU, KIND FRIEND!

The *Junior College Journal* is a splendid magazine. It has a character as distinct as the movement it represents, it seems to me. In every respect it stands out as something more than just "another educational journal." The stereotyped contents and appearance of a lot of our educational publications is rather sickening, to say the least. Typo-

graphically it is a treat to the eye. Typographic design is my chief interest. The *Journal* has the most pleasing typographic dress of any educational journal I know of. It is beautifully done. Stanford University Press is to be congratulated upon it.—Ralph T. Bishop, Professor of Industrial Education, Colorado State Teachers College.

GUIDANCE AT KEMPER

For a week in January Dr. Chester Milton Sanford, nationally known vocational counsellor, was engaged at Kemper Military School, Boonville, Missouri, making daily addresses to the corps on the problem of selecting a vocation and holding private interviews with as many of the cadets as possible.

I APPRECIATE—

As a student of the Virginia Junior College I appreciate the fact:

That our college is a distinct educational unit.

That we have our own library and a special, paid librarian, advantages that most of the Range Junior Colleges do not possess.

That every teacher has his M.A. degree; whereas only 62 per cent of the teachers in the junior colleges of California, a state famous for them, have M.A.'s.

That the Board of Education spends \$350 on each student annually.

And that the Virginia Junior College is the best in the state.*

* From the *Junior Collegian*, of Virginia (Minnesota) Junior College.

Across the Secretary's Desk

NEW YORK RESTRICTIONS ON "JUNIOR COLLEGE"

A recent letter from the Acting Assistant Commissioner for Higher Education of the state of New York informs us that the use of the word college or "junior college" is restricted by statute in that state. Referring to the list of junior colleges as published in the January issue of the *Junior College Journal* he further says:

The only colleges entitled by their charter or by registration in this state to use the term "junior college" and have the rights in this state of an institution maintaining two years of instruction of college grade, are the three mentioned previously, i.e., Packer Collegiate Institute, Sarah Lawrence Junior College, and Seth Low Junior College. The other eight listed in your 1930 Directory for New York State may be giving two years of work beyond the secondary level but no one of them has been registered by this Department as a junior college on the basis of the definite standards required by the Board of Regents and the Regulations of this Department for such registration. Consequently, none of these eight institutions has authority to claim any rights and privileges in this state granted to a fully registered four-year college or to a junior college.

It is the purpose of the Directory to list every institution in the United States that offers two years of junior college work, whether such institutions are accredited or not. The foregoing letter indicates that only three institutions in the state of New York are recognized as junior colleges under the present interpretation of the statutes.

D. S. CAMPBELL, *Secretary*

THE TIME OF MAN*

(From the Anglo-Saxon)

Of a night long ago in an old Saxon hall
A gleeman renumbered illustrious names
To a group gathered close to the fireside—a pall
Of shadow on some, while on others the flames
 Cast gleams fair and golden.

But on none fell the shadow so deep as the black
Fast darkening without; when, lured by the light,
Through the window a swallow flew out of his track,
But too wild to linger, crossed swiftly the bright
 Mead hall far and olden.

And no more was he seen. From the night to the night!
So it is with our life. We may not stay long
Near the fire's gusty warmth, in the hall vast and bright
Where our hosts would retain us—for safety and song
 To their friendship behoden.

Forth again must we fare from the chimney and feast,
Fleeting out to the dark as the swallow had flown,
From one warm lighted moment that duly increased
The dread of futurity, faced stark alone,
 With none to embolden.

* By Lela M. Garver, Instructor in English, Compton Junior College, Compton, California.

Reports and Discussion

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN

At the fiftieth anniversary convention of the American Association of University Women in Boston, April 8-11, one session was given over to consideration of current changes and experiments in the higher levels of education. J. J. Oppenheimer, dean of the College of Liberal Arts, University of Louisville, in discussing the junior college, classified present-day experiments under three heads: (1) the care and direction of students; (2) the curriculum; (3) organization. Dean Oppenheimer found authorities in junior colleges fully conscious of the need for student guidance. In approaching this subject, studies have been made which go to show that students in junior colleges are on a par with those in mid-western universities, but that they contain a larger proportion of somewhat less capable students than higher institutions which maintain rigid standards of admission.

The dominant practice in curriculum was described as faithful reproduction of the courses available in the first two years in colleges and universities. A trend indigenous to the junior college was seen in the establishment of so-called "terminal" courses, designed for students who cannot or should not continue beyond the junior college. It was predicted that such training in the new junior college will not be solely vocational, but liberal and cultural as well. The discussion which followed Dean Oppenheimer's paper emphasized the obligation of the junior college to acquaint the student with the culture of his civilization, and to train him to think critically in a changing civilization. The need for

logical integration of the junior college with the secondary units below was pointed out.

Among the discussion participants were Mrs. Marion Coats Graves, first president of Sarah Lawrence College; Dr. Katharine M. Denworth, president of Bradford Academy; Miss Constance Warren, president of Sarah Lawrence College; Principal Eloise R. Tremain, Ferry Hall, Lake Forest, Ill.; Vice-President J. W. Barton, Ward-Belmont Junior College; and President T. H. Wilson, of Chevy Chase Junior College.

CALIFORNIA JUNIOR COLLEGE FEDERATION MEETING

The California Junior College Federation, since its organization in 1929, has held its annual meeting in conjunction with the state high-school principals' convention. The amount of time devoted to junior college matters this year far surpassed that of any previous years. The meetings were attended by delegates from twenty-nine junior colleges; representatives from four-year institutions were also present at all sessions.

SEMI-PROFESSIONAL COURSES

An address by Professor Raymond E. Davis of the Engineering Faculty, University of California, on semi-professional courses in the junior college, provoked much thoughtful discussion on the place and function of the junior college in the educational system. Professor Davis contended that there is a large and important area of industrial employment above the trade level and below the strictly professional level, training for which has not been provided in our public schools. This

middle-field demand for education, above the trade level, and below the professional level, is the opportunity of and the challenge to the junior colleges. Many of the semi-professional positions, Professor Davis said, are more remunerative than the professional positions.

Professor Davis advanced the opinion that not only was training for the semi-professional demand the rightful function of the junior college, but it was the exclusive function. The junior college, he said, has no business undertaking to duplicate the lower division work of the four-year institution. In the first place, the four-year colleges and universities can accommodate all who are qualified to profit by a four-year course, and there is no indication that the four-year institution will eliminate the lower division. In the second place, the interest of the student, if he is going to complete a four-year course of study, will be better served if he goes at once from high school to the college or university of his choice. This is particularly true of the student who intends to complete a course in an engineering or professional school.

Professor Davis' thoughtful and penetrative analysis of this field of educational need, so significant to the junior colleges, received many expressions of appreciation. Apparently all present were willing to concede that semi-professional work was a definite and important function of the junior college. It was pointed out that almost every junior college was striving to develop one or more curricula of the semi-professional type. There was general disagreement, however, with Professor Davis' opinion regarding the duplication in the junior college of the traditional lower division work of four-year institutions. Delegates affirmed their conviction that the junior college has a two-fold function; namely, first the preparation of young men and women for the employment

in the middle field of occupations, and second, the preparation of young men and women for the upper division of four-year institutions. The proof of validity of the academic function, they said, is the large number of students who, after two years in the junior college, have successfully completed the upper division in a number of our best and most exacting four-year colleges and universities, and in a great variety of majors and professions.

The conference adopted an expression of opinion in the matter in the following resolutions:

That recognition be given to the fact that the junior college is a new type of institution and should be privileged in each individual case to work out its own destiny;

That the junior college is an institution that should contain a strong academic department comparable to lower division courses in higher institutions, designed to train for the upper division of colleges and universities;

That each junior college should set up one or more strong semi-professional courses designed to train young people adequately for occupational success;

That the philosophy underlying the junior college should center around guidance, training, mastery, and development of character and citizenship.

SUCCESS OF JUNIOR COLLEGE STUDENTS

Dr. Merton E. Hill, principal of Chaffey Junior College, reported an investigation of the first-semester records of 3,550 students of California public junior colleges who transferred to five higher institutions in the state. The results of the study, he said, were very gratifying and complimentary to the junior colleges. The conclusions drawn from the investigation may be summarized as follows: First, a negligible number of junior college transfers had been disqualified because of low scholarship; second, a high percentage of junior college transfers, more than 80 per cent, succeeded in maintaining a grade average of C or

better; third, a large number of the students entered the junior college on a scholarship record below that required for entrance to the University of California; fourth, the achievement of transfers from high-school-departmental junior colleges was on a par with that of students from district junior colleges.

Since more than 85 per cent of the records studied by Dr. Hill were made in the University of California and Stanford University, the test of adequate training in the junior college seemed irrefutable. Moreover, it was pointed out, students as a rule make their poorest grades in the first semester after transferring. This is the period of adjustment to the new environment in which naturally the best results cannot be attained. Following Dr. Hill's presentation a resolution in substance as follows was adopted:

Resolved, That it is the sense of this body that junior colleges of all types are doing an important piece of work alike in the training of students for direct entrance into business and industry and in training students adequately for upper division work in colleges and universities and that they deserve and are entitled to the support of the state to the extent of at least \$100 per student in average daily attendance.

OTHER MATTERS CONSIDERED

Other matters receiving official action at the conference may be briefly summarized as follows:

W. T. Boyce, dean of Fullerton Junior College, discussed the advantage of junior colleges taking membership in the Pacific Coast Association of Collegiate Registrars and attending the annual meetings of the Association. This led to the following resolution:

Resolved, That the Federation recommend to the State Board of Education the listing of the American Association of Collegiate Registrars and the Pacific Coast Association of Collegiate Registrars for institutional membership.

Dr. William H. Snyder, president of

Los Angeles Junior College, presented the topic, "The Degree of Associate of Arts," in which he made a plea for the recognition of graduation from junior college by the title, "Associate of Arts" to take the place of what now goes under the names diploma and certificate. The following resolution was unanimously adopted:

Resolved, That this conference recommend to the State Board of Education that graduation from the public junior college be recognized by awarding the title, "Associate of Arts."

There has been much concern in educational circles of the state of California over the aspirations of certain junior colleges to become four-year colleges. This applies notably to the junior colleges of Sacramento and Fresno, which have caused bills to be introduced in the present legislative session of the state for this purpose. Feeling that this activity would adversely affect the efforts of junior colleges in general to obtain adequate financial support from the state, the following resolution was adopted:

Resolved, That under present conditions this body does not favor the upward extension of junior colleges to four-year institutions.

In the business meeting the following persons were elected to office for the coming year: *President*, Floyd P. Bailey, Santa Rosa Junior College; *Vice-President*, Miss Grace V. Bird, Bakersfield Junior College; *Secretary-Treasurer*, W. T. Boyce, Fullerton Junior College.

W. T. BOYCE, *Secretary*

SOUTHEASTERN ASSOCIATION

The Southeastern Athletic Association of Junior Colleges, meeting in annual session March 14, at Knoxville, Tennessee, went on record as favoring honesty in athletics even at the cost of amateurism.

One change was made in the by-laws of the Association, to-wit: Any transfer from another college will be required to remain in school for one quarter and make good in class work before becoming eligible for athletic competition in the Association.

The question concerning honesty and amateurism was discussed more than any other item. The Association decided to require every athlete to submit a statement to the executive committee of the Conference listing any financial assistance received. Failure to provide the executive committee with a statement will cost an athlete his eligibility ranking.

Attention was called to the recent action of the Southern Intercollegiate Conference in waiving the one-year rule applying to graduates of junior colleges holding membership in the Southern Association of Colleges. This action was taken at the December meeting of the Conference and was brought about largely through the efforts, extending over several years, of the Southeastern Athletic Association of Junior Colleges. Since the Southern Intercollegiate Athletic Association already had a similar rule this now makes it possible for junior college graduates to be available as varsity material on any senior college or university team in the South with the possible exception of Texas, which is governed by a different Conference.

James L. Robb, president of Tennessee Wesleyan College, was re-elected president of the Association for the fourth consecutive time. He has held that office since the Association was founded four years ago.

L. N. Carr, of Mars Hill, was re-elected vice-president, and G. A. Yates, of Tennessee Wesleyan, was named secretary to succeed Miss Alice A. Benton, of Western Carolina Teachers' College, Cullowhee, N. C.

Two new colleges were admitted to membership in the Association: Cumberland College of Williamsburg, Ken-

tucky, and Shenandoah College, of Dayton, Virginia.

KANSAS ASSOCIATION

The fifth annual spring conference of the Kansas Public Junior College Association was held April 7, 1931, at the University of Kansas. Two professional sessions and a luncheon business session were held. Representatives were present from all except two of the junior colleges in the state.

Dean E. F. Engel, of the University of Kansas, presented a summary of the salient points of the 1930-31 reports of the sixteen fully accredited junior colleges—ten public and six private. He showed that in 1923-24 the enrollment in Kansas public junior colleges was 447 and in the private junior colleges it was 103. Now the public junior colleges enroll 2,117 and the private junior colleges, 336. The increase of students the past year in public junior colleges has been 370; in private junior colleges it has been only 8. From 1926 to 1930 the graduates of public junior colleges increased from 206 to 291 per year. He also presented a table showing that the average scholarship index for junior college students entering the University of Kansas during the past four years equals the all-university scholarship index. The junior college students have taken more than their share of special honors for scholarship the past two years at the university. In 1929-30, of the 40 chosen to Phi Beta Kappa, 16 were from junior colleges. This year 11 of the 42 so chosen are from junior colleges.

Dr. George Gemmell, of Kansas State College, pleaded for a constructive program to come from the junior colleges themselves, encouraged by the four-year institutions, but as free from their domination as possible.

Dr. H. G. Lull, of Kansas State Teachers College, expressed himself as much in favor of the public junior

college movement, but he warned against the junior colleges trying to duplicate the training of the professional schools or becoming mere feeders for the colleges and universities.

Dean W. S. Davison, of Fort Scott Junior College, discussed the advisability of changing from the two-year to a four-year organization.

Dean C. M. Lockman, of Hutchinson Junior College, pleaded for freedom of junior colleges to depart from prescribed curricula just as four-year schools do.

Dean Ira O. Scott, of Garden City Junior College, spoke on the uneconomical overlapping of junior college and senior high-school subjects.

Dean G. W. Trout brought greetings from Pittsburg State Teachers College and assurance of hearty co-operation. He recommended that a light tuition be charged all college students so that they might share financial responsibility with the taxpayer.

Dean F. B. Lee, of Fort Hays Teachers College, recommended that to prevent aimless scattering the junior college should carry the student forward on the basis of his high-school majors and minors until he had six groups of fifteen hours each, counting both high-school and college work.

Dr. R. A. Schwegler stressed the value of a reasonable amount of attention in the junior college to thorough courses in education.

Miss Louie Lesslie, secretary of the State Board of Education, reported on her investigation of the practice teaching course as conducted in the various junior colleges. She reported real earnestness and honest intentions but too much looseness in organization and a general lack of standards and clear-cut objectives.

Upon written recommendation of the publicity committee, it was voted that the committee be instructed to hire some publicity man, perhaps connected with the journalism department

of a state school, to furnish educational articles regularly to the newspapers of the state concerning the junior college movement and the various activities of the junior colleges, approximately ten dollars per month to be paid from the publicity fund for this purpose.

EARL WALKER, *Secretary*
EL DORADO JUNIOR COLLEGE

NORTHERN CALIFORNIA

The Northern California Junior College Association held its spring meeting at Menlo Junior College on Saturday, May 2. The President, Lowry S. Howard of Menlo Junior College, presided. Dr. William M. Proctor of Stanford University extended a cordial welcome to the conference members. Particular interest attached to the speech of Dr. Merton E. Hill, principal of Chaffey Junior College, who has recently been appointed Professor of Education at the University of California.

Dr. Hill's topic was "Student Opinion in the Junior College." One manifestation of this opinion he found in the petition to the State Department of Education drawn up and adopted at their recent conference at San Bernardino by the junior college student-body presidents of the state and signed by the presidents of all the two-year junior colleges represented at the conference. The substance of the petition¹ was that students in junior colleges be classified not as secondary students but as college students; in other words that the college rather than the high-school relationship be emphasized. Dr. Hill believed that if the junior college were recognized as an institution fulfilling the double function of providing education of "lower division"

¹ Printed in full in the *Junior College Journal* (April 1931), I, 454-55.

character and of giving semi-professional training which could be obtained at no other institution, taxpayers and legislators alike would give it more hearty approval and support and a distinct junior college consciousness would be created.

When the junior college students at Chaffey were transferred from the campus which for many years junior college students had shared with high-school students to another campus not far distant, Dr. Hill obtained their opinion of the change. He found that they heartily approved of the separation as providing a greater incentive to work, a more homogeneous student body, an opportunity for assembly programs adapted to a much larger proportion of the students, and a condition which would make possible the development of a genuine college atmosphere.

Dr. Hill spoke very briefly of his plans for his new work. It was his ambition to have an intimate acquaintance with every junior college in the state, to carry on research work on each campus, to visit all public and private junior colleges in California, not as an examiner, critic, or judge but as a student of the movement, who wished to co-operate with and assist those who are carrying on the work. He hoped to bring the results of his study to the various junior colleges.

The remainder of the program was devoted largely to a study of local problems. Mr. Edward I. Cook, Commissioner of Forensics, discussed the need of improved organization in the Student Debate League. Dr. Hoch, Commissioner of Athletics, told of the smooth transition which had been effected when the California Coast Conference, possessing as it did a fine organization and high standards of ethics and procedure, was taken over by the Northern California Junior College Conference. Mr. Homer Martin, District Superintendent of Schools, San Mateo, discussed the problem of

the school press. He felt that with wise guidance staff members would realize that a school paper was the official organ of the institution and that control and censorship were necessary here as in every activity of life.

The Conference accepted the invitation of Mr. William F. Ewing, Assistant Superintendent of Schools, Oakland, to hold its autumn meeting in the Board of Education rooms in Oakland.

Dr. W. C. Eells stated his desire to make the *Junior College Journal* of value to both administrators and teachers. He asked for criticisms and for more news.

After its members had accepted the kind invitation of Mr. Howard to be the guests of the College for luncheon, the conference adjourned.

MARGARET H. CHASE, *Secretary
SAN LUIS OBISPO JUNIOR COLLEGE*

SOUTHERN CALIFORNIA

The Southern California Junior College Association, of which Dr. Ralph Bush, of Santa Monica Junior College, is president, held its spring conference at the University of California at Los Angeles, April 25. About 450 junior college teachers and administrators and university professors were present. The program opened with a general meeting at 9:30, which was addressed by Professor Raymond E. Davis, who spoke on "Semi-Professional Curricula for Junior Colleges." After the general session those in attendance went to various departmental meetings, where the junior college faculties were shown through the various university departments. This was followed by a one-half-hour organ recital by Alexander Schreiner, formerly organist at the Mormon Tabernacle in Salt Lake City. After luncheon the social science group adjourned to a special session, where they were addressed by Dr. Malbone W. Graham,

associate professor of political science, who spoke on "Russia."

NORTH CENTRAL ASSOCIATION

The annual meeting of the North Central Association of Colleges and Secondary Schools held at Chicago, March 18-20, attracted a large attendance from the twenty states comprising the organization. The sessions of the commissions, as well as those of the general Association, provided interesting programs. The most important developments with reference to junior colleges occurred in the meetings of the Commission on Institutions of Higher Education, preceding the general sessions.

The policy of the Association with reference to the accrediting of four-year colleges as junior colleges seems to have been clarified. The junior college is to be considered as a distinct type of institution with its own organization and objectives. A weak four-year college is not to be considered a fitting applicant for junior college rating. Hereafter, any degree-granting institution which makes application for a two-year rating may be so accredited only with the stipulation that within three years the institution must be able to secure accrediting on the four-year basis or it may be required to organize itself definitely as a junior college in order to retain such accrediting. The same principle applies to four-year colleges now on the junior college list.

Preliminary steps were taken toward modifying the present procedure in accrediting junior colleges. A special committee is considering the subject, and will co-operate with the Committee on Revision of Standards, which is undertaking a general revision of the standards for higher institutions. The General Education Board has provided \$110,000 for this purpose, to be supplemented by an appropriation of \$25,000 by the Association.

Four institutions were added to the list of accredited junior colleges at the March meeting. Blackburn College, Eveleth Junior College, and Sioux Falls College were accredited for the first time; and Crane Junior College was reinstated. The junior college list now contains the names of 52 institutions.

GEORGE F. ZOOK, *Secretary*

COMMISSION ON HIGHER EDUCATIONAL
INSTITUTIONS

JUNIOR COLLEGE LAW FOR STATE OF WASHINGTON

The purpose of this communication is to correct some of the erroneous impressions that may be left in the mind of the reader from the criticism of the proposed Washington junior college law which appeared in the March issue of this magazine.¹ The "small group of school men" who were referred to as having attempted to get legislation for junior colleges was composed of a University dean, a normal school president, the superintendents of Aberdeen, Centralia, Everett, Hoquiam, Mount Vernon, Raymond, Longview, Wenatchee, and Yakima, besides educational groups in various parts of the state. They had the endorsement of the legislative board and the board of directors of the Washington Education Association. Back of this group of school men was a lay board representing the Washington Junior College Association, of which Harry Averill of Mount Vernon was president, M. A. Peacock of Yakima, vice-president, W. G. Born of Centralia, secretary, and J. H. Secrest of Longview, treasurer.

While support was especially solicited and expected from potential junior college districts the proposed bill was no secret and any school man or layman in the state could have had

¹ E. M. Blevins, "Proposed Junior College Law for Washington," *Junior College Journal* (March 1931), I, 374-78.

a copy for the asking. All recommendations were gladly received and incorporated into the bill if feasible.

The article under discussion represented the opinion of the author. While it was undoubtedly honest it might be colored somewhat by the fact that Mr. Blevins has not been identified with a junior college nor is his district one of those judged in the survey as being large enough, or properly located, for the establishment of a junior college.

The first criticism is: "One is impressed with the fact that no attempt was made to integrate the junior college into the general public school system." In answer to this it should be stated that State Superintendent, N. D. Showalter was asked to incorporate the junior college measure into his general plan of reorganization generally known as the Showalter Bill or the Omnibus Bill, but he thought it advisable for each measure to stand on its own feet. The draft of the final junior college bill was made under the direction of the attorney general's office with the constant advice of a prominent attorney of the state and of the state superintendent. There was no question in their minds as to the practical integration of the junior college measure with the general plan of school organization, including the new Showalter plan, nor was a question raised on this point by any of the one hundred or more legislators who scanned it carefully.

The next statement of the critic is: "The bill gave the impression of being a measure to provide more high school for the districts fortunate enough to possess one." It is generally conceded by educational authorities that junior college work is secondary in nature. The bill states that no petition shall be approved unless the assessed valuation of the property within the boundaries of such district shall be at least ten million dollars and unless the average daily high-

school attendance within the proposed territory is not less than five hundred. There were but twenty-four such districts in the state in 1927, while there were several times as many high schools.

House Bill 195 was the second attempt to secure junior college legislation in Washington. In the two-year interim between legislatures a great many changes were made in the proposed law, including the dropping of a state tax, the traditional type of district, and a provision for discontinuing junior college districts that did not have sufficient attendance. The last was dropped because it was felt that a junior college had to be so strong under the proposed law before it could organize that there was little danger of discontinuance. The state tax was dropped because the governor had said he would veto any measure that carried an additional state tax. The traditional school district was changed at the request of State Superintendent Showalter, so that any community could organize a junior college regardless of district boundaries. The criticism further states: "This condition can be cleared up by carefully defining four or perhaps five types of junior college organizations which would provide for the needs of all sections of the state." The critic fails to mention types desired, but any types that now exist in any other state could be organized in Washington under the proposed bill.

According to the provisions of the bill, the college district might have been one district like the city of Spokane, or it might have been a single county or a county and a half or two counties or more, as might have seemed best to the board of review.

Further the criticism states: "As the bill passed, there was no recognized authority having jurisdiction over the junior college. . . . It may be reasonable to assume that in all other matters the established state and

county authorities should have jurisdiction." What are the mysterious "all other matters"? It seems that at least one of them could have been mentioned. The fact is that Section 14 placed the junior college directly under the board of directors elected at the same time as the establishment of the junior college district.

The criticism further states: "Section eight provided that 'in case a majority of the voters favor the establishment of a junior college district the same shall thereupon be established.' However, the responsibility for establishing the district was placed on neither the county superintendent nor the county board of commissioners. In case of a joint county or joint union junior college district, the authority was placed neither with the county superintendent nor with the state superintendent." Here is how Section 8 really reads: "If a majority of the votes cast at such election shall be in favor of the establishment of such junior college district the same shall thereupon be established *and shall be given a number by the superintendent of public instruction*, and shall thereafter be known . . ." The critic failed to include the words italicized. It can readily be seen that the state superintendent was authorized to declare the establishment of all kinds of junior college districts.

Referring to the tuition charge the criticism says: "It certainly is not consistent with the public-school system of the state either in its secondary or higher educational institutions." Again it might be well to mention that any pupil in the grades may pay tuition if he attends outside his own district, and the University of Washington charges \$60 a year plus laboratory fees. Even the normal schools are charging tuition fees or will do so next year. Besides there is a grave doubt as to whether the state should pay all fees for students above the twelfth grade.

Further the criticism states: "Section 22, dealing with the question of bonds, is hopelessly inadequate." Just why this should be true is a mystery. No junior college could be established without ten million dollars in valuation and the bill permitted bonding up to five per cent of the valuation of the district. Thus no junior college district would have been limited to less than five hundred thousand dollars for building and equipment. A large proportion of junior colleges today have much less than this amount invested in buildings and equipment.

In the light of history, the reasons "Why the bill was vetoed" sound problematical. The very system which is called barnstorming in the criticism was used by Horace Mann time after time. To quote Cubberley: "Mr. Mann now began a most memorable work of educating public opinion. . . . Public men of all classes—lawyers, clergymen, college professors, literary men, teachers—were laid under tribute and sent forth over the state (Massachusetts) explaining to the people the need for a reawakening of educational interest. . . . Every year Mr. Mann organized a campaign to explain to the people the meaning and importance of general education."¹ It was necessary for the proponents of the junior college measure to educate the people. Newspapers, teachers' meetings, rotary clubs, and public-school assemblies were used to secure it needed publicity.

Continuing, the criticism said: "A large number of educators felt that this [The Showalter Bill] should take precedence over all other school legislation." The junior college proponents were strong advocates of the Showalter Bill. There was no reason why both measures could not have gone along side by side and both of them have received the entire support of the educational forces. The junior college

¹ E. P. Cubberley, *History of Education* (Houghton Mifflin Co., Boston, 1920), pp. 689-90.

measure passed by a 61 to 31 vote in the house and a 28 to 12 vote in the senate, while the Showalter measure failed of passage by one vote. Twenty-two of the twenty-three legislators from Mr. Blevins' county voted for the junior college bill.

The criticism states further: "All in all, it is the opinion of the writer that a so-called public junior college system, without substantial state support, is not a public junior college system at all and that the legal recognition of such a system only tends to postpone the time when the state of Washington shall have a system of strong state-supported junior colleges." The critic apparently does not know that many states noted for their excellent educational systems, notably Kansas, Iowa, Nebraska, and other states, have either very little or no state aid yet. No doubt the critic would hesitate to say that these states should have waited for state aid before establishing any kind of a school system.

The high-school law of Washington was written many years after the common school law; in fact high schools were maintained illegally for many years in Washington before legislation could be secured legalizing them. Would any one say that the high schools of the state of Washington would have been better off without any kind of legal standing? Yet this criticism states that the junior college movement in Washington is better off than it would have been had a carefully drafted bill, the best one possible under the circumstances, been signed by the governor. The fact is that hundreds of high-school graduates are being deprived of a higher education because the governor failed to sign the Washington Junior College Bill.

C. L. LITTEL¹

SCHOOL OF EDUCATION
NEW YORK UNIVERSITY

¹ Mr. Littel was principal of the junior college at Centralia, Washington, during the time the bill which he discusses was before the legislature.—Ed.

WHAT PRICE LAY COMMISSION?

After more than half of the legislative session of California had passed into history, we at last received the printed report of the California Commission for the Study of Educational Problems—a report intended for presentation to the 1931 legislature of the state of California. Some weeks previous to the appearance of the printed report, however, mimeographed sections of the report were distributed to various parts of the state. We have had the privilege of reviewing the section dealing with "Junior Colleges, Present and Future"—a statement covering some eight pages of the printed report.

A review of these pages impresses one with the triteness of the content, inasmuch as it is difficult to find any material which has not been in print and available to the heads of junior colleges for a considerable period. We learn that junior colleges are here as a permanent part of the California public school system; that this institution is an integral part of the secondary school system; that it represents four types of functions, all of which are taken from previous books or magazine articles on the subject; that in carrying out these four functions, the state has authorized four types of junior college organization; namely, the junior college district, the junior college which is a department of the high school, the junior college which is a part of the six-four-four scheme of organization as exemplified by Pasadena Junior College, and the junior college which serves as part of the teachers college. We learn furthermore that the movement, in so far as district junior colleges are concerned, has suffered embarrassment in that the amount of state support heretofore vouchsafed from certain mineral bonuses, royalties, and rentals has been markedly reduced. In consequence the problem of providing other state sources of support has become paramount.

All of this information, as submitted, has been in the possession of junior college leaders, as well as their boards of education, for a number of years. Mere repetition of facts hardly seems necessary or justifiable unless it leads up to specific and helpful recommendations for future development.

Now let us observe what the Lay Commission proposes in the form of recommendations. There are five of these. Number one would have all departmental junior colleges eliminated as quickly as possible so that in the future the state would legalize the district type of junior college only. For at least two years the suggestion has been discussed pro and con in the California Junior College Federation as well as in local conferences held both in Northern California and in Southern California. Majority opinion among junior college officials failed to subscribe to this recommendation because too many departmental junior colleges have demonstrated their ability to do an exceedingly high type of work and to finance themselves in addition.

Recommendation two calls for the authorization by the State Board of Education of any future junior college. Before acting, the State Board is to make a preliminary survey to determine the advisability of the new institution from the standpoint of junior college population, topographical conditions, transportation conditions, and taxable wealth. This recommendation is thoroughly sound, but it comes to us as a resolution after the fact. Legislative bills have long since been in preparation to carry out the objectives.

Recommendation three would have junior college districts responsible for all educational costs for their students in excess of amounts received from the state. This is merely a restatement of what is in fact a present regulation.

Recommendation four is likewise of

the same type in that it suggests reimbursement for tuition in all cases where junior college students reside outside of the junior college district.

Finally, recommendation five merely suggests that in the matter of state finance, California proceed to produce from the general funds of the state an amount equal to that provided by the previous funds from mineral lands.

It should be remembered that this Lay Commission was provided for by the legislature of 1929 in response to a recommendation of a previous survey of secondary education under the able leadership of Professor L. V. Koos, University of Chicago, and Professor F. J. Weersing, University of Southern California. The proponents of the law which established the Lay Commission, as well as the representatives of the State Department of Education, had in mind and provided in the bill that this Lay Commission should employ an expert investigator of the problems of public education, and employ this expert in the preparation of the report as well as in the formulation of the recommendations. The steps were all in accordance with the preliminary recommendations of the Koos and Weersing survey. It is unfortunate that the legislature should have omitted this important detail in providing for the Lay Commission. It is only too apparent throughout the junior college section of the Commission's report, as well as throughout most of the other sections, that there has been dire need of expert leadership. The Lay Commission has chosen to be silent regarding some of the most essential recommendations of the earlier survey, for example: A thorough investigation of all units of administration in the state with the idea of a better locating of all elementary and secondary schools, including junior colleges; a thoroughgoing curriculum construction and revision on the secondary school levels, including junior colleges; the modifying of regula-

tions concerning credentials for teaching in the secondary schools, the survey urging particularly the elevation of standards for adequate credentials for junior college teaching and stimulation of the development of systematized programs in training for this work; finally, the development of a policy to discourage junior colleges from aspiring to an upward extension to four-year college status.

In view of the fact that the Lay Commission must have had the recommendations of the earlier survey before it for consideration, it is indeed difficult to understand why it should ignore conclusions of so much moment, particularly the last recommendation. For the past two years, and indeed during nearly the entire session of the present legislature, the problem of upward extension has loomed as one of the most difficult and perplexing of all the state policies which have been under consideration. It is to be hoped that other sections of this report of the Lay Commission contain much more valuable material for the guidance of lay citizens and educational leaders than is to be found in the section on the junior college. If such is not the case, it is greatly to be feared that the value of the total report will amount to almost nil.

W. W. KEMP, *Dean*

SCHOOL OF EDUCATION
UNIVERSITY OF CALIFORNIA

THE JUNIOR COLLEGE LIBRARY

The following report was made in March by Miss Katherine Steele, librarian of the San Mateo Junior College, and chairman of the Junior College Section of the Professional Committee of the Northern Section of the California School Library Association.

The Committee held one meeting in April, 1930, in San Francisco. It was decided that a bibliography on junior college libraries would be a useful result of committee work.

With the co-operation and advice of the junior college librarians of the northern section, the Chairman of the Junior College Committee submits this report on the requirements suggested by our junior college librarians, for a new credential in harmony with the general view that a broad education, with special technical training in the subject taught (library science for the librarian) is of more value in junior college instruction, as in university teaching, than minute study in educational methods. The majority of the junior college librarians of the Northern Section of the California School Library Association have approved as minimum requirements for a new and revised state credential for their group, the A. B. degree (at least), plus one year (at least), in a library school accredited by the Board of Education for Librarianship.

The Chairman of the Committee submits the accompanying bibliography as an incomplete and brief aid (though at present the only one, she believes) to workers interested in the junior college library.

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ACTIVITIES OF TRANSFERS

Nearly 450, or about 30 per cent, of the former students of California junior colleges now enrolled at the University of California are active participants in undergraduate activities, according to a report made in February by an investigating committee appointed by the Welfare Council of the Associated Students.

Detailed reports submitted by the heads of more than thirty-five student activities indicate, it was found, that of about 3,500 students engaged in

activities of all kinds some 450 are students from junior colleges. This number, it is pointed out, represents about 12 per cent of all students in activities and slightly less than 30 per cent of the 1,500 former junior college students who are now enrolled in the University.

The investigation was begun, the committee states in preface to its fifty-page report, "with the hope of uncovering the exact conditions pertaining to junior college students in activities. The investigation is in no way concerned with the question of the relative merits of the junior college system, but is solely interested in the standing of junior college students after they enter the University."

The report concludes that while statistics are not available, "it might be hazarded that junior college students have approximately the same opportunity as the regular four-year students, considering that they have had less experience in activities and have no seniority rights." The problem of such students in activities "is not a serious one and the few instances where difficulty arises are special cases which do not represent the entire activity list," the report adds.

In the hope of correcting such difficulties as may exist, the committee has recommended a number of methods for informing transfer students of opportunities offered them by student activities.

COMMUNITY RECREATION*

The two-year course in community recreation offered at Los Angeles Junior College is designed for young men and women who like outdoor sports,

* By Katherine A. Paige, A.B., Chairman, Women's Physical Education, Los Angeles Junior College. See note in the issue of the *Journal* for May, 1931 (p. 517) for explanation concerning this series of articles regarding semi-professional courses in the Los Angeles Junior College.

music, dramatics, and handcraft work, and who enjoy working with people.

The fact that the number of playgrounds operated by the city of Los Angeles increased from nine in 1926 to 37 by June, 1929, is some indication of the increasing demand for this type of work.

Automatic machinery has so rapidly replaced human hands that within a century the working day has been shortened from sixteen hours to eight, and there are many indications of a six-hour working day for five days a week in the future. Such an arrangement would add leisure time for an ever increasing number of people.

Considered in connection with this increase of leisure and the modern trends in education which are developing tastes, habits, and aptitudes for recreational activities it is easy to see that this field of work is but in its infancy and that the demands of a changing civilization point toward its unlimited growth in the future.

There are at present many attractive positions open in Los Angeles city and in the county recreational centers. The surrounding small towns are rapidly opening playgrounds. Industrial and mercantile establishments are providing great opportunities for their workers to engage in such activities as dramatics, social recreation, music, hiking, archery, swimming, tennis, volleyball, and basketball. All of these activities increase the demand for trained leaders.

This course of study has met with the enthusiastic approval of the superintendents of the departments of playground and recreation in both the city and county of Los Angeles, who have expressed their willingness to co-operate in every way possible to help Los Angeles Junior College train young men and women for the growing occupation of recreational leaders.

It is well to note that the California playground director is frequently asked to accept positions in all parts

of the United States. This fact may easily lead to travel and occupations of more than usual interest.

A great number of young men and women are needed in this vocation. The successful recreational leader becomes the recreational executive and is recognized as a power in the community life of his city or town.

The course of study which is appended includes those things that a man or woman in charge of a civic recreational center would be expected to know. There are, naturally, courses in first aid, music, and drama. In addition there are the numerous courses dealing with the theory and practice of conducting games and other activities of a community recreation center. A newspaper course is included to give the student a well rounded knowledge of publicity methods and of news story writing.

FIRST YEAR

<i>Alpha Semester</i>	Units
English	3
Biology	3
Civic Health	1
Art	2
English	3
First Aid	1
Music	2
Physical Education (two activities).....	1
Total	16

Beta Semester

<i>Beta Semester</i>	Units
English	3
Biology	3
Civic Health	1
Crafts	2
Community Music	1
Music	1
Psychology	3
Health	2
Physical Education (two activities).....	1
Total	17

SECOND YEAR

<i>Gamma Semester</i>	Units
Anatomy and Philosophy.....	3
Newspaper Writing	3
Officiating in Team Games.....	1
Community Drama	2
Principles of Community Recreation.....	3
Technique of Teaching Games of Low Organization	2
Physical Education (four activities).....	2
Total	16

<i>Delta Semester</i>	Units
Speech	3
Library	1
Community Drama	2
Directed Practice in Recreational Leadership	3
Sociology	3
Electives	2
Physical Education (four activities).....	2
Total	16

YAKIMA JUNIOR COLLEGE

In an article in the *Journal of Education*, December 29, 1930, "Yakima Backs Up Its Schools," Miss Elizabeth Prior, principal of the Yakima Valley (Washington) Junior College, thus describes some of the interesting features in the development of this new institution:

While the co-operation of the citizens is apparent in the schools which are supported by taxation, it is very marked in the newest school, Yakima Valley Junior College. The state of Washington has not yet made the junior college a part of its public school system. The junior colleges in operation must, therefore, be supported for the time being by tuition, fees, and gifts—a wonderful challenge to community pride if a junior college is established.

Early in 1928 the demand for a junior college in the Yakima Valley became very insistent. . . . At the high school commencement in June, the board announced that the oldest grade building in town would be renovated and rented to the junior college, and that the work of the school would begin in September. Back of that announcement was a group of guarantors who had underwritten the amount of the budget of the new institution.

After this announcement, the real work of organization began. In this work of organization the board had the benefit of the experiences of other junior colleges in the state and the assistance of Dr. Frederick E. Bolton, of the University of Washington. But the building had to be completely renovated and furnished, a faculty secured, a student body enlisted, and courses planned. Those who had undertaken the direction of the enterprise

had little leisure during the hot summer which preceded the opening of school.

There were no laboratories; there was no library; maps, pictures, all things to make the college attractive were entirely lacking. The Yakima High School allowed the use of its laboratories. Service clubs, women's organizations, schools, and individuals made gifts of money, books, pictures, and furnishings. The registration for the first year was over a hundred, the year closed with a balance in the treasury, and the guarantors were not called upon.

The plans for the second year called for the installation of laboratories, but the income of the school was not sufficient to provide these. Again individuals, service clubs, the grange, and women's organizations pledged the necessary funds. In addition a group of citizens again guaranteed the expenses of the year.

During the second year, too, gifts of money and books were received for the library from clubs and individuals; new pictures were hung, the library was furnished with new tables and a charging counter, and other improvements were made.

. . . . The activities of the college are under way for the third year. The interest of the community is increasing, because the first students to be graduated from the school have been accepted by the University of Washington and other state institutions. Because of this interest the registration has increased and the opportunity of the school for community service is broadened.

JUNIOR COLLEGE IN THE WEST

The rapid arrival of the junior college in the West is the outcome of doubt, suspicion, and aspiration regarding the effectiveness of the traditional four-year college. The junior college has come out of the West challenging our Eastern conservatism and insisting on a reformulated educational philosophy. It is pretty certain to flourish throughout the nation in the not-distant future.—C. D. CHAMPLIN, Pennsylvania State College, in April *Phi Delta Kappan*.

WHAT IS A JUNIOR COLLEGE?

In a recent article in the *New York Times*, Miss Constance Warren, president of Sarah Lawrence College, asks and answers this question thus:

What, then, is the junior college? Can it claim to be a college or does it belong with the secondary school? This question has occasioned heated controversy in the educational field, and the answer seems to be that it is both.

HISTORY OF JOLIET

The March issue of the *Joliet Township High School Bulletin* is devoted very largely to a history of the Joliet Junior College, and of the entire junior college movement. It contains an excellent portrait of J. Stanley Brown, who was principal or superintendent at Joliet from 1893 to 1919. Mr. Brown in 1902 founded the Joliet Junior College, which is commonly credited with being the first public junior college which is still in existence.

MODESTO GRADUATES

Six hundred and ninety students have been graduated from the Modesto Junior College since 1923, according to Miss Miriam Vertrees, registrar. Figures for the past eight years follow:

Year	Men	Women	Total
1923	13	4	17
1924	18	29	47
1925	33	19	52
1926	38	28	66
1927	47	36	83
1928	61	64	125
1929	61	72	133
1930	82	85	167
	353	337	690

Judging the New Books

Edited by John C. Almack, Stanford University

I. L. KANDEL. *Essays in Comparative Education*. Bureau of Publications, Teachers College, Columbia University. New York, 1930. 235 pages.

The Preface states that "The present volume consists of lectures and articles on various phases of contemporary educational developments viewed from the comparative standpoint. They represent current tendencies in the past five years Education is at present in a state of flux, and it may be some little time before anything approaching stability will be reached"

There are seventeen different titles, one of which, "Aspects of Secondary Education," has four subdivisions. Dr. Kandel treats such varied subjects as "The Making of Citizens in England," "Nationalism and Education in Italy," and "Educational Reform in Mexico." He has the courage to discuss "The Meaning of American Education." In addition to "Aspects of Secondary Education," he treats "Education of the Adolescent in England," "The Challenge in Secondary Education," and "Standards of Achievement in European and American Secondary Schools." He finds that Europe has examined our high-school policy of one school for all and rejected it as making for mediocrity. Europe plans different types of high schools, each performing a definite function.

"The European student, if the case has been made out," says Dr. Kandel, "is thus at least two years in advance of the American high-school student." He thinks "there is adequate evidence that there is no danger of overburdening boys or girls by completing the present high-school requirements by

sixteen. The next step beyond this is not to send such students to college but to bring the college to them. The introduction of junior college work into the high school for those who are known to be capable of profiting thereby is the logical corollary to the establishment of the high school. Then only will the American high school be on a par with European secondary schools."

In "The Challenge in Secondary Education" Dr. Kandel brings four charges against the secondary schools of the United States: (1) foreign secondary schools are more efficient and the standards of achievement are higher; (2) the pupils work harder and are more persevering; (3) our curricular organization in terms of units . . . fails to provide for an integrated education; and (4) European teachers are superior in scholarship and ability to Americans.

On the whole, the essays are a repetition of the reports, essays, and lectures of the first American to discover Europe. They have been repeated in endless variation by every citizen who could procure a passport to the Old Country that would insure his return. Whether the charges are true or not the reviewer has no means of knowing. In general, he has learned to distrust "impressions" of returning travelers. At all events, the proof is not offered and the mere suggestion that it is indispensable to acceptance of the statements only eventuates in a lifting of eyebrows and a supercilious shrug. Yet it is to this overweening presumption rather than to the criticisms, that every honest person has a right to protest. Second, there is no assurance that the wholesale importa-

tion of the European system would better things for us; between the acceptance of the foreign plan and the rejection of our own should intervene a period of controlled and scientific experiment. This has never occurred to the trusting and simple traveler dazzled by Old World culture.

Finally, the reviewer most positively does not accept Dr. Kandel's conception of education as valid. However, this need not keep you from reading *Essays in Comparative Education*.

KELLY, ROBERT L., and ANDERSON, RUTH E. (*Editors*). *Christian Education. Handbook for 1931*. Council of Church Boards of Education in the United States of America. New York, 1931. 590 pages.

A wealth of valuable information to churchmen and laymen is contained in the handbook of the Council of Church Boards of Education. Pages 237-244 are given to a list of publications: books, surveys and studies, and periodicals. Among the titles are "College Architecture in America," "The Effective College," "Small Colleges and Teacher Training," and "Tendencies in College Administration." Attention is called to several interesting studies in progress, among which are "A Study of Junior Colleges in Their Relation to the Institutions and Agencies of the Church."

A list of the names of religious workers by sects covers pages 308-371. The arrangement is by states in alphabetical order. This is followed by a list of teachers of the Bible and religion, by states and colleges. Probably the most important section to readers of *The Junior College Journal* are the standards for colleges and junior colleges as developed by the various standardizing agencies, such as the Association of American Universities, the North Central Association of Colleges and Secondary Schools, etc.

Pages 434-527 are devoted to statistics. They cover names, locations, types, church relationship, accredited status, enrollment, faculty numbers, and tuition fees of colleges and universities; a similar type of information for junior colleges, together with value of buildings and grounds, endowment, indebtedness, and current expenditures. The names of the presidents are also given. Similar information is given for church secondary schools, theological seminaries and departments, and training schools. The last two sections contain the names of educational foundations, addresses of officers, statement of purpose, and date of annual meetings: and similar data for educational associations and agencies. There is an excellent index. This is a valuable publication.

Five Unifying Factors in American Education. Ninth Yearbook, Department of Superintendence, National Education Association. Washington, D.C. 1931.

Pages 147-180 of the *Ninth Yearbook* are devoted to a discussion of how higher institutions of learning are meeting the needs of individual students. It includes brief summaries of personnel work at Yale, Ohio State, University of Buffalo, Oberlin, University of Minnesota, Columbia College, Purdue, University of Michigan, and Smith College. Most of the discussion deals with freshmen.

An outline of the section reporting practices at Yale will give a fair picture of the topics. It comprises student records, personnel research, the freshman year, freshman week, and the counselor system. "Typical Research Problems for the Year 1929" include development of a legal-aptitude test, validation of examinations in law, relation of entrance conditions to success, experiments concerning educational aptitudes of students, and the collection of data bearing on vocations.

Ohio State presents its program for freshman week, its junior dean program, its instructional supervisory scheme, its placement examinations, its remedial work for probationers, and its methods for improving instruction in elementary courses. Special mention is made of the work in botany and zoölogy. On "objective examinations," it is said that effort is made to measure (1) ability to master descriptive facts; (2) ability to read and think technical terminology; (3) ability to draw inferences from facts; (4) ability to test hypotheses; and (5) ability to apply principles.

At Columbia College, the administration recognizes that there are three types of students: (1) the student who is definitely looking forward to a professional school; (2) the student who wants to specialize in some field of scholarly interest; and (3) the ordinary citizen who wishes a good education. The curriculum is adapted to these types. Purdue stresses personality development, and the supplying of occupational information. The objectives of personnel work at Smith College are "To study the present status of the individual student from the point of view of contributory causes which have made her what she is, and to give her the assistance necessary for removing obstacles which interfere with her progress."

These programs are all very encouraging. It is more encouraging that the Department of Superintendence should have become interested in what happens to the product of the schools when it "goes or is sent to college."

EASLEY S. JONES. *Practical English Composition.* The Century Company, New York. 1931. 528 pages.

The sub-title of this book is *Rhetoric, Handbook, and Practice Book.* The first 128 pages are given to a preview of the whole subject, after which follow four chapters devoted respec-

tively to accurate form, good sentences, clear thinking, and what the author calls "realness, aliveness." Each chapter is divided into many subdivisions numbered consecutively from the first of the book to the last. For example, section 44 in chapter ii is entitled "Close Fitting of Sentences to the Thought," and section 45, the first section in chapter iii is entitled "Thinking Habits." Probably one would have difficulty in finding a book so systematically organized and pigeon-holed. It is a genuine card index.

Emphasis is obtained in several ways. Much material is "boxed in." Italics are occasionally used, and there is much variation in size of type. There are numerous lists and frequent use of illustrative material. Titles of the numbered divisions are in black-face. The difficult parts of words are set in larger type or distinguished in similar fashion.

The style is sprightly. Evidently the writer has taken special care to appeal to interests, and to obtain variety. He presents a scheme for using the contract plan. Suggestions designed to motivate and direct are sprinkled about on many pages. Corrections and improvements are indicated by the use of script. This is a device, by the way, which certainly detracts from the appearance of the book, but the plan seems to be to make a copy serve one student only. One regrets to see so good a specimen of printing marred and defaced. However, this happens very often, regardless of the suggestions of the author. Perhaps it is as well to tell the college student to go as far as he pleases in this respect.

Many familiar exercises and terms appear. The end papers contain a chart of the contents of the book, and a list of the four hundred words most commonly missed by college freshmen. The first shows up the bare grammatical skeleton in a most depressing manner. It is like the welcome presumably swinging over the entrance to Hades:

"Leave all hope behind, ye who enter here," and the four hundred spelling demons guarding the back door must cause many an alarmed backward glance. The reviewer suggests that designers of end papers take a cue from the Gopher Prairie Chamber of Commerce. As the wary student turns the cover he is greeted by "Welcome to Practical English Composition, The best little book between Bangor and Santa Barbara," and as he regretfully closes the text, he is speeded forward to the next by some such snappy slogan as "Thanks! Don't Forget Us!" or "Sorry! Better Luck Ahead!"

On page 169, the author happily gives a list of "Adjectives Useful in Criticism." "Gather the nucleus of a critical vocabulary," he urges—"such words as you can use daily in commenting on advertisements, newspaper articles, house furnishings, speeches, school activities, moving pictures, and so on." The last two words are interpreted as warrant for the reviewer choosing from this list his final comments. *Practical English Composition* is novel, significant, sincere, persuasive, sprightly, energetic, and enlivening. It is never tiresome, outworn, confusing, burdensome, vague, or insipid. In other words, it is Okeh.

MAX McCONN. *Studies Are Not Everything.* The Viking Press, New York. 1931. 236 pages.

The sub-title tells the story. It is *The Diary of a Freshman*. There are twenty-seven chapters. Dividing 236 by 27 gives to the reviewer's unmathematical mind something less than ten pages per chapter. It doesn't take long.

This book has to do with things that are supposed to be on the freshman's mind. The 27 divisions are set off by such titles as "The Lure of Learning," "The Strenuous Life," "The Hi brows," "A Dry Dance," "A Live Party," "A Hot Come-Back," "Bull Session," and

finally "A Conference on Higher Education," which winds up, not with the philosophy of despair, but with the good old hopeful doctrine of the rationalists: "So it is not so bad after all if I have flunked out, because studies are not everything."

Laboratory samplings may give a further view of the content and style. "Phil Stevens began telling us all the advantages of a College education . . . all about the Rushing and Fall Practice, and the Great Games in the Stadium . . . and the Snake Dance at the end. . . . And he said, you can choose for yourself except English, and do you like mathematics? I said, no, after English I like mathematics the least of anything. . . . So Herbert gave a kind smile and said, you had better take Business because it is easiest at the 1st. And I said, then I will take it because I had better have it easy at 1st especially if I have to take English, which is my weaker point."

"And I have bought all my books now and study in some every night because if you flunk all your studies they will not let you stay, to be Ass Manager or on the Biz Staff. But I cannot remember the books very well . . . And Phil Stevens says what I need is a tooter . . . So he said we would pass up the French because a language is some thing you have to really know or they will catch you on the exams which is why most students do not like a language, but maybe he can fill me up with enough stuff in Ec History and Physiography so I can pass, because they give pretty much the same questions in the exams every time . . . And I am kind of glad to of seen the Hi Brows because they are a kind of student to, but I think any one would be glad he is not one him self."

Now and then of an evening after one has finished the depressing business of reading the stock market report and listening to Amos 'n Andy he might as well pick up this little book. It won't make matters any worse.

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1863. TIBBITTS, F. L., "Industrial and Occupational Survey of Yuba and Sutter Counties in California," *School and Society* (March 28, 1931), XXXIII, 439-40.
Duplicate of article in *Junior College Journal*, April 1931, p. 455.
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An analysis of the amount, causes, and possibility of improvement of reading disability based upon the records of several thousand students at the University of Southern California.
1865. VAN GORDON, COLE R., *Application of Standards for Establishing Junior Colleges to Twenty-eight Junior Colleges in Iowa*, Minneapolis, Minnesota, 1930.
Standards are to include number of students, enrollment in high school, training of faculty, assessed valuation, proximity of other colleges, per student cost, tax rate for support, effect on lower schools.
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A discussion of the papers of W. C. Eells and D. S. Campbell at the Detroit convention of the Department.
1867. CALIFORNIA SCHOOLS, "Instruction Required in All Schools," *California Schools* (April 1931), II, 155-56.
Announcement of provision of the California state law requiring instruction to be given in all junior colleges concerning manners, morals, effects of alcohol and narcotics, health and physical education, and Constitution.
1868. CALIFORNIA SCHOOLS, "Junior College Officials Meet," *California Schools* (April 1931), II, 152.
Announcement of meeting of junior college officials to consider recently enacted junior college legislation in California.
1869. CAMPBELL, DOAK S., *Directory of the Junior College, 1931*, Stanford University Press, 1931, 12 pages.
A reprint of the 1931 Directory as published in the *Junior College Journal* for January, 1931.
1870. DORSEY, SUSAN M. (Chairman) and WARD, S. R. (Executive Secretary), *Report of the California Commission for the Study of Educational Problems*, State Department of Education, Sacramento, California, 1931, 2 volumes, 203 + 197 pages.
Contains discussion of present and future of junior college in California, five major recommendations, and considerable statistical and other supplementary and supporting material. For comments on the report see letter from W. W. Kemp in this issue of the *Junior College Journal*, p. 582.
1871. EDUCATIONAL RECORD, "Accredited Higher Institutions," *Educational Record* (April 1931), XII, 179-98.
Includes list of 75 junior colleges in 26 states (pp. 196-98).
1872. JOURNAL OF EDUCATIONAL RESEARCH, "Junior College Book List," *Journal of Educational Research* (April 1931), XXIII, 338.
Brief review of monograph by Eugene Hilton. See No. 1847. Erroneous reference to it as covering the junior high-school field.

* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

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 Comments on W. C. Eells's *Bibliography on Junior Colleges*, and Eugene Hilton's *Junior College Book List*.
1874. KELLY, ROBERT L., and ANDERSON, RUTH E., *Christian Education: Handbook for 1931*, Council of Church Boards of Education in the United States, January 1931, 590 pages.
 Contains lists of junior colleges affiliated with each denomination (252-97); list of teachers of Bible and religion in junior colleges (389-92); standards for junior colleges (410-20); and statistics for individual institutions (472-79). "The 70 junior colleges enrolled 13,029 students and had a faculty of 979 teachers last year. Their grounds and buildings are appraised at \$19,036,816, and their productive funds amount to \$6,605,272, a per capita endowment of \$510. They have an indebtedness of \$2,962,802, while their total expenditures for 1929-30 came to \$4,380,406."
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